



Writing Overview – Year 1– 2025-26

Building upon Reception - Writing Early Learning Goals

- . Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Handwriting

- . Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. **Fine Motor Skills-ELG**

By the end of Reception children are able to write a phrase independently using taught strategies. Children have been taught Floppy's Phonics Levels 1-3.

Year 1 Autumn 1 - Drawing Club continues as per Reception to support transition. The class will have a different focus every week following the cycle of: **Week 1** Text, **Week 2** Traditional Tale, **Week 3** Animation, then repeat the cycle.

Incidental writes take place throughout the year in the way of trip recounts, seasonal writing and visits/visitors.

Year 1 Autumn 2 onwards - The Curious Quests. The writing structure continues as it was in Reception:

Day 1: Character

Day 2: Setting

Days 3-5: Adventure days. Children invent a new character, build something and add labels/phrases which are photographed and put in their book/ children may write on whiteboard/in chalk indoors/outdoors.

Expectations that children write approximately 3-5 sentences per piece of writing in Year 1.

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Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Books:</p>	<p>Texts: Where the Wild Things Are Beegu</p> <p>Tale/ Rhyme/ Poetry: Hansel & Gretel White Hen & The Fox</p> <p>Animations: Popeye Willo' the Wisp – The Thoughts of Moog Bannaman Series 1 Episode 1 – Meets Dr Gloom</p>	<p>Texts: The Odd Egg Oi Frog</p> <p>Tale/ Rhyme/ Poetry: Ride to Willow Market (poem) Aladdin</p> <p>Animations: The Snowman Dust Buddies</p>	<p>Texts: 5 minutes peace Hairy Maclarry</p> <p>Tale/ Rhyme/ Poetry: Cinderella The Dinky Dinosaurs (poem)</p> <p>Animations: Bubbles Caterpillar Shoes</p>	<p>Texts: Alan's Big Scary Teeth The Bad-Tempered Ladybird</p> <p>Tale/ Rhyme/ Poetry: Little Red Riding Hood I Feel Happy (poem)</p> <p>Animations: Dangle Embarked</p>	<p>Texts: The Something Princess Smarty Pants</p> <p>Tale/ Rhyme/ Poetry: The Princess and The Frog Have You Ever Wondered? (poem)</p> <p>Animations: The Girl With The Yellow Bag Little Boat</p>	<p>Texts: Chatterbox Jamela's Dress</p> <p>Tale/ Rhyme/ Poetry: Yoshi I Think There's A Dragon Under My Bed (poem)</p> <p>Animations: Zahara Marshmallows</p>
<p>Learning to be reviewed and evidenced in outcomes/ Children's work:</p>	<p>Pencil grip</p> <p>Holding a sentence in my head/ Oral composition</p> <p>Model using a sound mat independently</p> <p>Teacher model writing from left to right</p> <p>Check for finger spaces between words</p>	<p>Letter formation</p> <p>Children read back writing for sense independently</p> <p>Children use 'I' when writing in role (Capital letter for I and names)</p> <p>Children use full stops</p> <p>Children know names of letters in the alphabet</p>	<p>Letter formation</p> <p>Children read back writing for sense independently</p> <p>Children can recognise nouns as objects, people and places and use them appropriately.</p> <p>Children use -s and -es endings and know what singular and plural mean</p>	<p>Letter formation</p> <p>Children read back writing for sense independently</p> <p>Children use adjectives to write simple noun phrases.</p> <p>Children to recognise personal pronouns (I, you, he, she, we, they, it)</p> <p>Children use 'and' to join two ideas (clauses)</p>	<p>Letter formation</p> <p>Children read back writing for sense independently</p> <p>Recognise verbs as doing words and use them appropriately. Spelling - suffixes -ing, -ed, -er</p> <p>Recognise regular and irregular verbs.</p>	<p>Letter formation</p> <p>Children read back writing for sense independently</p> <p>QUALITY OVER QUANTITY</p>

	<p>QUALITY OVER QUANTITY</p>	<p>Children write from memory simple sentences dictated by the teacher</p> <p>QUALITY OVER QUANTITY</p>	<p>Children use question marks</p> <p>Recap adjectives as describing words</p> <p>QUALITY OVER QUANTITY</p>	<p>Children read back writing for sense – independently</p> <p>Children use exclamation marks.</p> <p>Spelling - using the prefix Un-</p> <p>QUALITY OVER QUANTITY</p>	<p>Model teaching and, or, but, so, because, where appropriate.</p> <p>Model writing in the past and present tense</p> <p>QUALITY OVER QUANTITY</p>	
<p>New learning - taught and evidenced in outcomes/ children’s work:</p>	<p>Letter formation taught (Ongoing with Letterjoin)</p> <p>Children read back writing for sense (teacher modelled)</p> <p>Teach ‘l’ when writing in role (Capital letter for l and names)</p> <p>Teach full stops</p> <p>Teach names of letters in the alphabet</p>	<p>Letter formation taught (Ongoing with Letterjoin)</p> <p>Teach children to recognise nouns as objects, people and places and use them appropriately.</p> <p>Spelling - Children use -s and -es endings (Teach what singular and plural mean)</p> <p>Introduce and model use of question marks</p>	<p>Letter formation taught (Ongoing with Letterjoin)</p> <p>BUILD UP INDEPENDENCE</p> <p>Children begin to use adjectives to write a simple noun phrase</p> <p>Teach children to recognise personal pronouns (I, you, he, she, we, they, it)</p> <p>Model/teach ‘and’ to join two ideas (clauses)</p>	<p>Letter formation taught (Ongoing with Letterjoin)</p> <p>CONTINUE TO PROMOTE INDEPENDENCE</p> <p>Recognise verbs as doing words and use them appropriately.</p> <p>Spelling - suffixes -ing, -ed, -er</p> <p>Recognise regular and irregular verbs.</p>	<p>Letter formation taught (Ongoing with Letterjoin)</p> <p>CHILDREN TO WRITE WITH INDEPENDENCE</p> <p>No new sentence structure – focus on ownership of writing; consistency; proof reading and editing</p> <p>Read my writing aloud with accuracy</p>	<p>Letter formation taught (Ongoing with Letterjoin)</p> <p>INDEPENDENCE</p> <p>No new sentence structure – focus on ownership of writing; consistency; proof reading and editing</p>

	Children write from memory simple sentences dictated by the teacher	Model adjectives as describing words	<p>Children read back writing for sense – independently</p> <p>Children recognise exclamation marks and teacher models how to use them.</p> <p>Spelling - using the prefix Un-</p>	<p>Model teaching and, or, but, so, because, where appropriate.</p> <p>Model writing in the past and present tense</p>		
	Teach children to recognise statements, questions and exclamations.					
Spelling:	Common Exception Words are taught through phonics lessons as ‘Helpful Words’ in Floppy’s Phonics. (See Phonics Overview)					

Possible writing tasks:
(What will you see in books?)

Autumn 1

1. Where the Wild Things Are (Maurice Sendak)

Theme: Imagination, emotions, adventure

Lesson 1 – Character Description

Task: Describe Max or a Wild Thing using simple sentences.

Step in Learning: Pencil grip; left-to-right writing; capital 'I' and names; full stops; check finger spaces; teacher models reading back for sense.

Lesson 2 – Setting Description

Task: Describe Max's room or the Wild Things' island.

Step in Learning: Letter formation; sound mat use; read back writing for sense; check finger spaces.

Lesson 3 – Adventure Build-Up

Task: Recount Max travelling to the Wild Things' island.

Step in Learning: Oral composition to plan sentence; model writing; children write simple dictated sentences independently.

Lesson 4 – Adventure Resolution

Task: Write how Max returns home and how he feels after being given a crown.

Step in Learning: Independent writing; focus on letter formation, finger spaces, full stops; read back aloud for sense.

2. Beegu (Alexis Deacon)

Theme: Friendship, kindness, feeling different

Lesson 1 – Character Description

Task: Describe Beegu using simple sentences.

Step in Learning: Pencil grip; left-to-right writing; capital 'I' and names; check finger spaces; teacher reads back for sense.

Lesson 2 – Setting Description

Task: Describe Beegu in the city.

Step in Learning: Use sound mat to support spelling; check letter formation; read aloud for sense.

Lesson 3 – Adventure Build-Up

Task: Recount- Beegu is lost! Can you help Beegu's family find her?

Step in Learning: Oral composition before writing; dictated simple sentences; finger spaces and full stops.

Lesson 4 – Adventure Resolution

Task: Write how Beegu could visit Earth again.

Step in Learning: Independent writing; quality over quantity; check letter formation, capital letters, and punctuation.

3. Hansel & Gretel (Traditional Tale)

Theme: Bravery, adventure, problem-solving

Lesson 1 – Character Description

Task: Describe Hansel or Gretel.

Step in Learning: Pencil grip; left-to-right writing; capital letters for 'I' and names; teacher models reading back for sense.

Lesson 2 – Setting Description

Task: Describe the forest or witch's house.

Step in Learning: Letter formation; use sound mat; check finger spaces; read aloud for sense.

Lesson 3 – Adventure Build-Up

Task: Recount of what the witch cooked in her pot.

Step in Learning: Oral composition; write dictated sentences; full stops and finger spaces.

Lesson 4 – Adventure Resolution

Task: Write an invitation to celebrate escaping from the witch.

Step in Learning: Independent writing; quality over quantity; check letter formation and sentence sense.

4. White Hen & The Fox (Traditional Tale/Rhyme)

Theme: Cunning, safety, problem-solving

Lesson 1 – Character Description

Task: Describe the White Hen or the Fox.

Step in Learning: Pencil grip; left-to-right writing; capital letters; full stops; teacher reads back for sense.

Lesson 2 – Setting Description

Task: Describe the farmyard or henhouse.

Step in Learning: Letter formation; use sound mat; finger spaces; read aloud.

Lesson 3 – Adventure Build-Up

Task: Write instructions for Hen so she can get home safely.

Step in Learning: Oral composition; dictated sentences; finger spaces; full stops.

Lesson 4 – Adventure Resolution

Task: Write what the fox transforms himself into after drinking the potion.

Step in Learning: Independent writing; check letter formation; read back for sense; quality over quantity.

5. Popeye (Animation)

Theme: Bravery, problem-solving, helping others

Lesson 1 – Character Description

Task: Describe Popeye using simple sentences.

Step in Learning: Pencil grip; left-to-right writing; capital letters; full stops; teacher models reading back for sense.

Lesson 2 – Setting Description

Task: Describe the environment Popeye is in.

Step in Learning: Letter formation; use sound mat independently; check finger spaces.

Lesson 3 – Adventure Build-Up

Task: Recount a challenge Popeye faces (e.g., saving Olive).

Step in Learning: Oral composition; dictated simple sentences; check letter formation and punctuation.

Lesson 4 – Adventure Resolution

Task: Write how Popeye solves the problem.

Step in Learning: Independent writing; read back for sense; maintain neat handwriting; quality over quantity.

6. Willo' the Wisp – The Thoughts of Moog (Animation)

Theme: Imagination, problem-solving, feelings

Lesson 1 – Character Description

Task: Describe Moog using adjectives and verbs.

Step in Learning: Pencil grip; left-to-right writing; capital letters; full stops; teacher reads back for sense.

Lesson 2 – Setting Description

Task: Describe the forest or place Moog explores.

Step in Learning: Letter formation; sound mat; check finger spaces; read aloud.

Lesson 3 – Adventure Build-Up

Task: Write in a thinking cloud.

Step in Learning: Oral composition; dictated sentences; finger spaces; full stops.

Lesson 4 – Adventure Resolution

Task: Write how Moog solves the problem or how it ends.

Step in Learning: Independent writing; read back for sense; maintain letter formation; focus on quality over quantity.

Autumn 2

1. The Odd Egg (Emily Gravett)

Theme: Friendship, difference, surprise

Lesson 1 – Character Description

Task: Character Description – Write sentences describing Duck using adjectives.

Step in Learning: Model adjectives as describing words; practise letter formation (Letterjoin).

Lesson 2 – Setting Description

Task: Setting Description – Describe the farmyard or pond where the story takes place.

Step in Learning: Recognise nouns as people, places, and objects; practise correct use in sentences.

Lesson 3 – Adventure Build-Up

Task: Prediction Writing – Write about what might be inside the egg.

Step in Learning: Use –s and –es endings to make plural eggs/animals; reread for sense.

Lesson 4 – Adventure Resolution

Task: Write a recount of how we searched for the egg.

Step in Learning: Introduce and model question marks (“Is it inside the box?”).

2. Oi Frog! (Kes Gray & Jim Field)

Theme: Rhyme, humour, animals

Lesson 1 – Character Description

Task: Character Description – Describe Frog using adjectives.

Step in Learning: Model adjectives as describing words; practise clear letter formation.

Lesson 2 – Setting Description

Task: Setting Description – Describe the classroom or forest where the animals sit.

Step in Learning: Identify and use nouns as people, places, and objects.

Lesson 3 – Adventure Build-Up

Task: Character Speech – Write what Frog might say when he refuses to sit on a log.

Step in Learning: Introduce and model question marks (“Why must I sit there?”).

Lesson 4 – Adventure Resolution

Task: Poem / Class Book Page – Create a new rhyming rule for a different animal.

Step in Learning: Use –s and –es endings for plural nouns (frogs, cats); reread for sense.

3. Ride to Willow Market (Poem)

Theme: Journey, rhythm, description

Lesson 1 – Character Description

Task: Character Description – Describe the rider using adjectives.

Step in Learning: Model adjectives as describing words; practise neat letter formation.

Lesson 2 – Setting Description

Task: Setting Description – Describe what the rider might see on the journey.

Step in Learning: Recognise nouns as objects and places; use correctly in sentences.

Lesson 3 – Adventure Build-Up

Task: Poem Imitation – Write a new verse about what happens on the way to the market.

Step in Learning: Use –s and –es endings for plural items (horses, apples); reread writing for sense.

Lesson 4 – Adventure Resolution

Task: Performance / Final Verse – Write or perform the arrival at Willow Market.

Step in Learning: Introduce and model question marks (“Will he get there on time?”).

4. Aladdin (Traditional Tale)

Theme: Wishes, magic, adventure

Lesson 1 – Character Description

Task: Character Description – Describe Aladdin or the Genie using adjectives.

Step in Learning: Model adjectives as describing words; letter formation ongoing.

Lesson 2 – Setting Description

Task: Setting Description – Describe the cave or market using the senses.

Step in Learning: Recognise nouns as people, places, and objects in writing.

Lesson 3 – Adventure Build-Up

Task: Wish Writing – Write what they would wish for and why.

Step in Learning: Use plural noun endings –s and –es (jewels, lamps); reread writing for sense.

Lesson 4 – Adventure Resolution

Task: Retelling / Dialogue Writing – Write how Aladdin escapes or thanks the Genie.

Step in Learning: Introduce question marks in dialogue (“Can you help me, Genie?”).

5. The Snowman (Animation)

Theme: Friendship, imagination, winter

Lesson 1 – Character Description

Task: Character Description – Describe The Boy or The Snowman using adjectives.

Step in Learning: Model adjectives as describing words; practise letter formation.

Lesson 2 – Setting Description

Task: Setting Description – Describe the snowy garden or winter night.

Step in Learning: Identify nouns as objects and places; use in simple sentences.

Lesson 3 – Adventure Build-Up

Task: Recount Writing – Write about what happens when the snowman comes to life.

Step in Learning: Use –s and –es endings for plurals (trees, footprints).

Lesson 4 – Adventure Resolution

Task: Diary Entry / Letter – Write as the boy after the snowman melts.

Step in Learning: Introduce and model question marks (“Will he come back next winter?”).

6. Dust Buddies (Animation)

Theme: Friendship, teamwork, problem-solving

Lesson 1 – Character Description

Task: Character Description – Describe one Dust Buddy using adjectives.

Step in Learning: Model adjectives as describing words; letter formation ongoing.

Lesson 2 – Setting Description

Task: Setting Description – Describe the dusty room or under the bed.

Step in Learning: Recognise nouns as people, places, and objects; use in short sentences.

Lesson 3 – Adventure Build-Up

Task: Recount / Speech Writing – Write what happens when the vacuum appears.

Step in Learning: Use –s and –es endings for plural nouns (buddies, socks).

Lesson 4 – Adventure Resolution

Task: Own Version / Message Writing – Write a new ending showing how the Dust Buddies save their friend.

Step in Learning: Introduce and model question marks (“Can we save him?”).

Spring 1

1. Five Minutes’ Peace (Jill Murphy)

Theme: Family life, humour

Lesson 1 – Character Description

Task: Character Description – Describe Mrs Large using adjectives.

Step in Learning: Use adjectives in simple noun phrases; practise correct letter formation (Letterjoin).

Lesson 2 – Setting Description

Task: Setting Description – Describe the bathroom or kitchen in the Large family’s home.

Step in Learning: Use *and* to join ideas; read back writing for sense.

Lesson 3 – Adventure Build-Up

Task: Recount Writing – Write about what happens when Mrs Large tries to have five minutes’ peace.

Step in Learning: Recognise and use personal pronouns (she, they); reread to check meaning.

Lesson 4 – Adventure Resolution

Task: Own Version – Write a new story where Mrs Large tries to find peace somewhere else.

Step in Learning: Model exclamation marks; use prefix *un-* (e.g. unhappy, untidy).

2. Hairy Maclary (Lynley Dodd)

Theme: Friendship, rhyme, adventure

Lesson 1 – Character Description

Task: Character Description – Describe Hairy Maclary or another dog.

Step in Learning: Use adjectives in noun phrases; recognise personal pronouns (he).

Lesson 2 – Setting Description

Task: Setting Description – Describe the street or park where the dogs walk.

Step in Learning: Use *and* to join descriptive ideas; reread writing for sense.

Lesson 3 – Adventure Build-Up

Task: Poem Writing – Create rhyming lines about what the dogs do on their walk.

Step in Learning: Join ideas with *and*; recognise and use exclamation marks.

Lesson 4 – Adventure Resolution

Task: Recount / Own Version – Write what happens when the dogs meet Scarface Claw or create a new dog adventure.

Step in Learning: Use pronouns (they); apply prefix *un-* (unhappy, unlucky).

3. Cinderella (Traditional Tale)

Theme: Kindness, magic, transformation

Lesson 1 – Character Description

Task: Character Description – Describe Cinderella or the Fairy Godmother.

Step in Learning: Use adjectives in simple noun phrases; practise letter formation.

Lesson 2 – Setting Description

Task: Setting Description – Describe the kitchen or ballroom using senses.

Step in Learning: Use *and* to join ideas; reread writing for sense.

Lesson 3 – Adventure Build-Up

Task: Retelling – Write about the moment the Fairy Godmother appears and magic happens.

Step in Learning: Recognise personal pronouns (she, he); model use of exclamation marks.

Lesson 4 – Adventure Resolution

Task: Letter Writing / Ending – Write a letter from Cinderella to the Fairy Godmother after the ball.

Step in Learning: Use pronouns (I, you); apply prefix *un-* (unhappy → happy ending).

4. The Dinky Dinosaurs (Poem)

Theme: Fun, rhyme, imagination

Lesson 1 – Character Description

Task: Character Description – Describe one dinosaur from the poem using adjectives.

Step in Learning: Use adjectives in noun phrases; practise clear letter formation.

Lesson 2 – Setting Description

Task: Setting Description – Describe the prehistoric world where the dinosaurs live.

Step in Learning: Use *and* to join ideas; reread writing for sense.

Lesson 3 – Adventure Build-Up

Task: Poem Imitation – Write a new verse about dinosaurs exploring.

Step in Learning: Join ideas with *and*; model use of exclamation marks.

Lesson 4 – Adventure Resolution

Task: Own Version / Performance – Write and perform a short poem about the dinosaurs' adventure.

Step in Learning: Recognise personal pronouns (they); use prefix *un-* (untidy, unlucky).

5. Bubbles (Animation)

Theme: Imagination, play, discovery

Lesson 1 – Character Description

Task: Character Description – Describe the girl using adjectives.

Step in Learning: Use adjectives in simple noun phrases; recognise personal pronouns (she).

Lesson 2 – Setting Description

Task: Setting Description – Describe the beach or ocean using the senses.

Step in Learning: Use *and* to join ideas; reread writing for sense.

Lesson 3 – Adventure Build-Up

Task: Recount Writing – Write about what happens when the bubbles lift the girl into the sky.

Step in Learning: Recognise pronouns (I, she); join clauses with *and*.

Lesson 4 – Adventure Resolution

Task: Diary Entry / Own Version – Write as the girl about her magical adventure.

Step in Learning: Model exclamation marks; use prefix *un-* (unreal, unusual).

6. Caterpillar Shoes (Animation)

Theme: Growth, kindness, life cycle

Lesson 1 – Character Description

Task: Character Description – Describe the caterpillar using adjectives.

Step in Learning: Use adjectives in simple noun phrases; practise letter formation.

Lesson 2 – Setting Description

Task: Setting Description – Describe the garden or natural world where the caterpillar lives.

Step in Learning: Use *and* to join ideas; reread writing for sense.

Lesson 3 – Adventure Build-Up

Task: Recount / Speech Writing – Write about what happens when the caterpillar gives away his shoes.

Step in Learning: Recognise and use pronouns (he, they); model exclamation marks.

Lesson 4 – Adventure Resolution

Task: Own Version / Reflection Writing – Write about what happens when the caterpillar becomes a butterfly.

Step in Learning: Apply prefix *un-* (unhappy → happy); read writing aloud for sense.

Spring 2

1. Alan’s Big Scary Teeth (Jarvis)

Theme: Identity, kindness, honesty

Lesson 1 – Character Description

Task: Describe Alan the alligator using adjectives and verbs (what he does).

Step in Learning: Recognise verbs as doing words; ongoing letter formation practice (Letterjoin).

Lesson 2 – Setting Description

Task: Describe the jungle where Alan lives.

Step in Learning: Use *and* and *because* to join ideas; recognise nouns and verbs in context.

Lesson 3 – Adventure Build-Up

Task: Recount what happens when Alan loses his teeth.

Step in Learning: Model past tense verbs; introduce suffix **-ed**; recognise regular and irregular verbs (laughed, cried).

Lesson 4 – Adventure Resolution

Task: Write the ending – how Alan changes and helps others.

Step in Learning: Use *so* and *but* to link ideas; apply **-ing** and **-er** endings (smiling, kinder).

2. The Bad-Tempered Ladybird (Eric Carle)

Theme: Manners, time, cooperation

Lesson 1 – Character Description

Task: Describe the Ladybird using verbs and adjectives (what she does and how she feels).

Step in Learning: Recognise verbs as doing words; practise letter formation.

Lesson 2 – Setting Description

Task: Describe the different places the Ladybird visits through the day.

Step in Learning: Use *and* or *because* to join ideas; model writing in the present tense.

Lesson 3 – Adventure Build-Up

Task: Write about the Ladybird's encounters with the animals.

Step in Learning: Identify regular and irregular verbs; model suffix **–ed** for past tense recounts.

Lesson 4 – Adventure Resolution

Task: Write how the Ladybird becomes friendly again.

Step in Learning: Use *so* and *but* to extend sentences; apply **–ing** and **–er** (flying, calmer).

3. Little Red Riding Hood (Traditional Tale)

Theme: Safety, bravery, cleverness

Lesson 1 – Character Description

Task: Describe Little Red Riding Hood using adjectives and verbs (what she does).

Step in Learning: Recognise verbs as doing words; continue practising letter formation.

Lesson 2 – Setting Description

Task: Describe the forest where she meets the wolf.

Step in Learning: Use *and* and *because* to join ideas; model use of verbs in present tense.

Lesson 3 – Adventure Build-Up

Task: Write about the meeting between Red Riding Hood and the wolf.

Step in Learning: Model writing in the past tense; introduce suffix **–ed** for regular verbs.

Lesson 4 – Adventure Resolution

Task: Write how Red Riding Hood and Grandma are rescued.

Step in Learning: Use *but* and *so*; apply **–ing** and **–er** endings (running, braver).

4. I Feel Happy (Poem)

Theme: Emotions, self-expression

Lesson 1 – Character Description

Task: Describe someone feeling happy using adjectives and verbs.

Step in Learning: Recognise verbs as doing words; practise neat letter formation (Letterjoin).

Lesson 2 – Setting Description

Task: Describe a place that makes you feel happy.

Step in Learning: Use *and* and *because* to join ideas; model present-tense verbs.

Lesson 3 – Adventure Build-Up

Task: Poem Imitation – Write new verses showing different feelings.

Step in Learning: Use **–ing** and **–er** suffixes (smiling, calmer); recognise regular verbs.

Lesson 4 – Adventure Resolution

Task: Write a final verse about how feelings change.

Step in Learning: Model past and present tense; introduce irregular verbs (felt, was).

5. Dangle (Animation)

Theme: Curiosity, temptation, consequences

Lesson 1 – Character Description

Task: Describe the man using adjectives and verbs (what he does).

Step in Learning: Recognise verbs as doing words; letter formation ongoing.

Lesson 2 – Setting Description

Task: Describe the snowy, cold landscape.

Step in Learning: Use *and* and *because* to link ideas; model use of present-tense verbs.

Lesson 3 – Adventure Build-Up

Task: Write about what happens when he pulls the string.

Step in Learning: Model past tense verbs and suffix **-ed** (pulled, looked); recognise irregular verbs.

Lesson 4 – Adventure Resolution

Task: Write what happens after the world goes dark and how he feels.

Step in Learning: Use *but* and *so*; apply **-ing** and **-er** endings (glowing, braver).

6. Embarked (Animation)

Theme: Friendship, growth, change

Lesson 1 – Character Description

Task: Describe the tree and the boy using verbs and adjectives.

Step in Learning: Recognise verbs as doing words; practise letter formation (Letterjoin).

Lesson 2 – Setting Description

Task: Describe the garden or city where the story takes place.

Step in Learning: Use *and* or *because* to join ideas; model writing in the present tense.

Lesson 3 – Adventure Build-Up

Task: Recount the moment the tree leaves home to find the boy.

Step in Learning: Model past tense; identify regular and irregular verbs (grew, went); apply **-ed** suffix.

Lesson 4 – Adventure Resolution

Task: Write how the tree and boy are reunited.

Step in Learning: Use *so* and *but* to extend sentences; apply **-ing** and **-er** endings (hugging, taller).

Summer 1

1. The Something (Beatrice Alemagna)

Theme: Curiosity, creativity, surprise

Lesson 1 – Character Description

Task: Describe the main character using adjectives and verbs.

Step in Learning: Focus on neat letter formation and independent writing. Children proofread and edit for consistency.

Lesson 2 – Setting Description

Task: Describe the setting where the character lives or explores.

Step in Learning: Maintain letter formation; practise writing independently; read writing aloud for accuracy.

Lesson 3 – Adventure Build-Up

Task: Recount what happens when the character finds “The Something.”

Step in Learning: Focus on independent sequencing; check letter formation; edit for sense.

Lesson 4 – Adventure Resolution

Task: Write the ending in their own words.

Step in Learning: Maintain neat letter formation; independently read back and make corrections.

2. Princess Smarty Pants (Babette Cole)

Theme: Cleverness, humour, problem-solving

Lesson 1 – Character Description

Task: Describe Princess Smarty Pants with adjectives and verbs.

Step in Learning: Letter formation; independent writing; read aloud for clarity.

Lesson 2 – Setting Description

Task: Describe the castle or kingdom.

Step in Learning: Focus on neat writing and ownership of ideas; children edit for consistency.

Lesson 3 – Adventure Build-Up

Task: Recount a funny or clever event.

Step in Learning: Independent writing; proofreading for correct spelling and letter formation.

Lesson 4 – Adventure Resolution

Task: Write a resolution showing how the Princess solved a problem.

Step in Learning: Read their own writing aloud; make edits; maintain neat handwriting.

3. The Princess and The Frog (Traditional Tale)

Theme: Kindness, courage, transformation

Lesson 1 – Character Description

Task: Describe the Princess and/or the Frog using adjectives and verbs.

Step in Learning: Independent writing; correct letter formation; proofread for sense.

Lesson 2 – Setting Description

Task: Describe the pond, castle, or forest.

Step in Learning: Neat letter formation; read back aloud; check for clarity.

Lesson 3 – Adventure Build-Up

Task: Recount meeting the Frog or a key event.

Step in Learning: Ownership of writing; editing for neatness and consistency.

Lesson 4 – Adventure Resolution

Task: Write how the story ends in their own words.

Step in Learning: Read aloud with accuracy; make independent edits.

4. Have You Ever Wondered? (Poem)

Theme: Curiosity, reflection, imagination

Lesson 1 – Character Description

Task: Describe the person or narrator in the poem.

Step in Learning: Letter formation focus; independent expression; read aloud.

Lesson 2 – Setting Description

Task: Describe the imaginative or real place in the poem.

Step in Learning: Children write independently; proofread for consistency.

Lesson 3 – Adventure Build-Up

Task: Write own stanza or verse inspired by the poem.

Step in Learning: Ownership of writing; maintain neat letters; check for sense.

Lesson 4 – Adventure Resolution

Task: Write a concluding verse in their own words.

Step in Learning: Read aloud; edit independently for clarity and letter formation.

5. The Girl With The Yellow Bag (Animation)

Theme: Independence, exploration, problem-solving

Lesson 1 – Character Description

Task: Describe the girl using adjectives and verbs.

Step in Learning: Letter formation; children write independently; read aloud.

Lesson 2 – Setting Description

Task: Describe the environment the girl explores.

Step in Learning: Maintain neat letter formation; check for accuracy.

Lesson 3 – Adventure Build-Up

Task: Recount what happens when she explores or finds something.

Step in Learning: Independent writing; proofreading for clarity and sense.

Lesson 4 – Adventure Resolution

Task: Write the ending in their own words.

Step in Learning: Read aloud with accuracy; edit independently.

6. Little Boat (Animation)

Theme: Friendship, adventure, resilience

Lesson 1 – Character Description

Task: Describe the Little Boat using adjectives and verbs.

Step in Learning: Letter formation focus; independent writing; read aloud for accuracy.

Lesson 2 – Setting Description

Task: Describe the river or sea.

Step in Learning: Children write independently; proofread for sense and consistency.

Lesson 3 – Adventure Build-Up

Task: Recount a key event on the boat's journey.

Step in Learning: Maintain neat letters; check punctuation and spelling.

Lesson 4 – Adventure Resolution

Task: Write the ending in their own words.

Step in Learning: Read aloud; edit independently; maintain handwriting consistency.

Summer 2

1. Chatterbox (Sylvia Bishop)

Theme: Talking, communication, self-expression

Lesson 1 – Character Description

Task: Describe the Chatterbox using adjectives and verbs (what it says/does).

Step in Learning: Focus on neat letter formation; children write independently; read back their writing aloud.

Lesson 2 – Setting Description

Task: Describe where the Chatterbox lives or goes.

Step in Learning: Maintain letter formation; proofread and edit for clarity and consistency.

Lesson 3 – Adventure Build-Up

Task: Write about an event or problem involving the Chatterbox.

Step in Learning: Ownership of writing; ensure letters are formed correctly; children edit independently.

Lesson 4 – Adventure Resolution

Task: Write the ending in their own words.

Step in Learning: Read aloud; edit for clarity, punctuation, and neatness.

2. Jamela's Dress (Niki Daly)

Theme: Kindness, sharing, friendship

Lesson 1 – Character Description

Task: Describe Jamela using adjectives and verbs (what she does).

Step in Learning: Letter formation focus; write independently; read back aloud.

Lesson 2 – Setting Description

Task: Describe the marketplace or setting in the story.

Step in Learning: Check letter formation; proofread for sense and consistency.

Lesson 3 – Adventure Build-Up

Task: Recount what happens when Jamela wants the dress.

Step in Learning: Independent writing; children focus on neat handwriting and checking punctuation.

Lesson 4 – Adventure Resolution

Task: Write how the story ends in their own words.

Step in Learning: Read aloud; edit independently; maintain consistent letter formation.

3. Yoshi (Tale/Rhyme)

Theme: Adventure, cleverness, bravery

Lesson 1 – Character Description

Task: Describe Yoshi using adjectives and verbs (what Yoshi does).

Step in Learning: Letter formation; independent writing; proofread for accuracy.

Lesson 2 – Setting Description

Task: Describe the forest, mountain, or setting Yoshi explores.

Step in Learning: Maintain neat letters; check consistency; read aloud.

Lesson 3 – Adventure Build-Up

Task: Recount a key challenge or problem Yoshi faces.

Step in Learning: Children write independently; proofread and edit for sense and neatness.

Lesson 4 – Adventure Resolution

Task: Write how Yoshi resolves the problem.

Step in Learning: Read aloud; edit independently; maintain letter formation and clarity.

4. I Think There's A Dragon Under My Bed (Poem)

Theme: Imagination, humour, curiosity

Lesson 1 – Character Description

Task: Describe the narrator or dragon using adjectives and verbs.

Step in Learning: Letter formation; write independently; read back aloud accurately.

Lesson 2 – Setting Description

Task: Describe the bedroom or setting of the poem.

Step in Learning: Maintain neat letters; proofread for sense and consistency.

Lesson 3 – Adventure Build-Up

Task: Write their own verse about discovering the dragon.

Step in Learning: Ownership of writing; children edit independently; check letter formation.

Lesson 4 – Adventure Resolution

Task: Write a concluding verse about the dragon or what happens next.

Step in Learning: Read aloud; edit for clarity, punctuation, and letter formation.

5. Zahara (Animation)

Theme: Exploration, curiosity, problem-solving

Lesson 1 – Character Description

Task: Describe Zahara using adjectives and verbs (what she does).

Step in Learning: Letter formation focus; independent writing; read aloud.

Lesson 2 – Setting Description

Task: Describe the place Zahara explores.

Step in Learning: Maintain neat letters; check sense and consistency; edit independently.

Lesson 3 – Adventure Build-Up

Task: Recount a key event in her exploration.

Step in Learning: Children write independently; proofread for neatness and clarity.

Lesson 4 – Adventure Resolution

Task: Write how Zahara resolves the adventure or problem.

Step in Learning: Read aloud; edit independently; maintain letter formation consistency.

6. Marshmallows (Animation)

Theme: Friendship, fun, teamwork

Lesson 1 – Character Description

Task: Describe the main character(s) using adjectives and verbs.

Step in Learning: Letter formation; independent writing; children read aloud.

Lesson 2 – Setting Description

Task: Describe the playground, house, or setting.

Step in Learning: Maintain neat letters; children proofread for consistency and sense.

Lesson 3 – Adventure Build-Up

Task: Recount a fun or challenging event the characters face.

Step in Learning: Independent writing; check spelling and punctuation; maintain letter formation.

Lesson 4 – Adventure Resolution

Task: Write the ending in their own words.

Step in Learning: Read aloud; edit independently; maintain neat handwriting.

Development of Phonics & Spelling	See Phonics and Early Reading overview for St. Gregory’s
Development of Reading Comprehension	See Early Reading overview for St. Gregory’s
Development of Handwriting	See Letterjoin handwriting policy for St. Gregory’s

The Year 2 expectations in Writing from the National Curriculum.

Where are children going?

Year 2 – Writing (Transcription) : Spelling (see English Appendix 1) Pupils should be taught to: ♣ spell by: ♣ 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] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements ♣

apply spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Year 2 – Handwriting:

Pupils should be taught to: ♣ form lower-case letters of the correct size relative to one another ♣ 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 2 – Writing (Composition):

Pupils should be taught to: ♣ develop positive attitudes towards and stamina for writing by: ♣ writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing poetry ♣ writing for different purposes ♣ consider what they are going to write before beginning by: ♣ 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 ♣ make simple additions, revisions and corrections to their own writing by: ♣ 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] ♣ read aloud what they have written with appropriate intonation to make the meaning clear.

Year 2 – Vocabulary, Grammar and Punctuation:

Pupils should be taught to: ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ 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) ♣ learn how to use: ♣ 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 ♣ use and understand the grammatical terminology in English Appendix 2 in discussing their writing.