


<b>Writing Curriculum Plan</b>
--------------------------------

**Add overall intent in terms of end of primary expectation**

**'A writer from Bickleigh Down C of E Primary School will:**

- **Write simply and coherently across a range of genres including stories and non-fiction texts.**
- **At the end of KS1, writers will be forming all letters correctly and joining in a cursive style so that they can meet the expectations of KS2. They will be able to write correctly punctuated sentences and some paragraphs across a range of genres.**
- **Writers will be able to spell many words correctly or will be able to make a plausible attempt to spell words using phonetic structures.**
- **Writers will develop a broad and varied vocabulary.**

Year 2												
	Aut 1		Aut 2		Spr 1		Spr 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	Fantastic Mr Fox by Roald Dahl (Transition)	A Dog's Day by Rebecca Rissen  Big Bad Wolf	Reptiles	Man on the Moon (Visual Text)  How to Catch Santa by Jean Reagan	The disgusting sandwich by Gareth Edwards  Mixed Up Fairy Tales by Hilary Robinson	I Don't Like Snakes Nicola Davies	Outdoor Wonderland by Josie Jeffrey and Alice Lickens	Traction Man by Mini Grey	Little Red Riding Hood (Nosy Crow) by Ed Bryan	A First Book of the Sea Nicola Davies (Poetry)	Mrs Armitage and the Big Wave by Quentin Blake	
Independent purposeful writing outcomes	Character description Re-telling of the story	Write a story with two different points of view.  Diary entry Poem on Great Fire of London	Write a non-chronological text	Write a variety of sentence types	Write own version of a traditional tale	Write your own 'I Don't Like...' book	Write a page for an information book containing a set of instructions	Write a Traction Man style story based on a toy.	Write the story of Little Red Riding Hood, changing a few details.	Write a poem linked to the sea	To write a funny story with a cumulative structure	
Grammar and punctuation	Revision of Y1 objectives:	Noun phrases  Sentence construction – questions Using a question mark  Apostrophes for possession	Learn how to use new and familiar punctuation correctly.  Use expanded noun phrases to describe and specify.  Use subordination and coordination	Expand noun phrases to describe and specify  Learn how to use familiar and new punctuation correctly  Use a range of sentences including questions, commands and statements	Expand noun phrases to describe and specify (e.g. the blue butterfly).  Show correct choice and consistent use of tense throughout writing.  Look at how different clauses make up a sentence	expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon  Capital letters for proper nouns (even when two words)  subordination (to explain when and why	Learn how the grammatical patterns in a sentence indicates its function as a statement, question, exclamation, command.  Use the present and past tenses correctly and consistently, including the progressive form.	Make the correct choice and consistent use of present tense and past tense throughout writing (Y2). Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming; she was	Know that all sentences contain a subject and a verb. Revise and consolidate how the grammatical patterns in a sentence indicates its function as a statement, question, exclamation, command.  Use the present and past tenses correctly and consistently, including the progressive form.  Use subordination (using 'when', 'if', 'that', or 'because') and co-ordination (using 'or', 'and', or 'but'). Extend the range of sentences	Be introduced to a range of poetic devices:  Rhyming couplets, repeating patterns, refrains, alliteration, noun phrases.	Revision and consolidation of all Y2 grammar objectives.	

					Begin to use and punctuate direct speech (inverted commas) (Y3)	coordination to link information (or, and, but)	Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive	shouting)  Use learnt punctuation consistently	with more than one clause by using a wider range of conjunctions, including ‘when’, ‘if’, ‘because’, ‘although’. (Y3)		
Key grammatical vocabulary Year 2 terminology	Determiner; adjective; noun; verb; adverb; noun phrase; expanded noun phrase; question; statement; command; exclamation; question mark; conjunction; pronoun; simile; metaphor; subheadings; apostrophe; contraction	Compound sentence; single clause sentence; pronoun; past tense; present tense; subject; verb; conjunction; subordinate clause; past tense; present tense						Progressive verb forms; comma			
Spelling:	 No Nonsense Spelling programme followed. See Supplementary pages below for overview of spelling rules taught.										
Handwriting	Use Letter-join planning to teach continuous cursive to all children. Pupils join most of their writing legibly and consistently Most pupils write in pen by the end of the year.										

## No Nonsense Spelling - Overview

### Block 1 – autumn first half term

Week 1	Lesson 1 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words. Homophones (sea/see and be/bee)	Lesson 2 Teach Strategies at the point of writing: using a GPC chart	Lesson 3 Practise Phase 5 GPCs	Lesson 4 Teach Strategies for learning words: using spelling journals	Lesson 5 Practise Using segmentation strategy for learning selected words
Week 2	Lesson 6 Revise/Teach/ Practise/Apply Phase 5 GPCs Homophones (blue/blew)	Lesson 7 Revise/Teach/ Practise/Apply Phase 5 GPCs and relevant homophones.	Lesson 8 Teach Strategies at the point of writing: using the environment	Lesson 9 Practise Using segmentation and Phase 5 GPCs to learn words from this week	Lesson 10 Assess Selected Phase 5 GPCs and homophones: dictation
Week 3	Lesson 11 Teach Strategies at the point of writing: Have a go sheets	Lesson 12 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 13 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 14 Teach Strategies for learning words: highlighting the tricky part in common exception words	Lesson 15 Practise Words learnt this week: common exception words and Phase 5 GPCs
Week 4	Lesson 16 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words	Lesson 17 Revise Strategies at the point of writing: Have a go sheets	Lesson 18 Teach/Practise/ Apply Proofreading: using word banks for common exception words	Lesson 19 Learn Strategies for learning words: polysyllabic and common exception words	Lesson 20 Apply Strategies for learning words: polysyllabic and common exception words
Week 5	Lesson 21 Teach/Practise/ Apply Proofreading, especially high-frequency words	Lesson 22 Teach Homophones	Lesson 23 Teach Strategies for learning words: tricky parts of words and Look, say, cover, write, check	Lesson 24 Revise/Learn Strategies for learning words: Look, say, cover, write, check	Lesson 25 Apply Homophones learnt so far
Week 6	Lesson 26 Revise /aɪ/ spell 'i' in common exception words (find, kind, mind, behind, child, wild, climb)	Lesson 27 Practise /aɪ/ spell 'i' in common exception words (find, kind, mind, behind, child, wild, climb)	Lesson 28 Revise/Practise Strategies for learning words: selected words from personal lists	Lesson 29 Learn Strategies for learning words: words from this half term	Lesson 30 Assess Words from this half term

### Block 2 – autumn second half term

Week 1	Lesson 1 Teach/Practise/ Apply Strategies for learning words: Look, say, cover, write, check for common exception words	Lesson 2 Teach Strategies for learning words: kinaesthetic and visual strategies for learning common exception words	Lesson 3 Teach/Practise Proofreading common exception words and high-frequency words	Lesson 4 Practise Strategies for learning words: common exception words and personal words	Lesson 5 Apply Common exception words and personal words: dictation
Week 2	Lesson 6 Revise Phase 5 GPCs that are not secure	Lesson 7 Teach Homophones (to/two/foe)	Lesson 8 Revise/ Teach/Apply Homophones (to/two/foe)	Lesson 9 Revise Strategies at the point of writing: Have a go	Lesson 10 Apply Strategies for learning words: Rainbow write
Week 3	Lesson 11 Revise Selected Phase 5 GPCs	Lesson 12 Teach Strategies at the point of writing: Word sort	Lesson 13 Revise/Teach/ Practise Strategies at the point of writing: Have a go	Lesson 14 Practise Strategies at the point of writing: Which one looks right?	Lesson 15 Learn Strategies for learning words: selected topic words for this term
Week 4	Lesson 16 Revise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 17 Practise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 18 Teach/Practise Proofreading: using the environment and the working wall	Lesson 19 Apply /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 20 Practise Strategies for learning words: selected spellings from personal lists, common errors and /dʒ/ words
Week 5	Lesson 21 Teach /s/ sound spelt 'c' before 'e', 'i' and 'y'	Lesson 22 Practise /s/ sound spelt 'c' before 'e', 'i' and 'y'	Lesson 23 Apply /s/ sound spelt 'c' before 'e', 'i' and 'y': dictation	Lesson 24 Teach/Revise Homophones (here/hear, one/won, sun/son) Revise homophones taught so far	Lesson 25 Practise/Apply Homophones (here/hear, one/won, sun/son) Revise homophones taught so far
Week 6	Lesson 26 Revise /n/ sound spelt 'kn' and 'gn' at the beginning of words	Lesson 27 Practise /n/ sound spelt 'kn' and 'gn' at the beginning of words	Lesson 28 Teach Strategies for learning words: saying the word in a funny way	Lesson 29 Learn Strategies for learning words: saying the word in a funny way	Lesson 30 Assess /n/ sound spelt 'kn' and 'gn' at the beginning of words: dictation

### Block 3 – spring first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach /aɪ/ sound spell 'y'	Lesson 3 Practise /aɪ/ sound spell 'y'	Lesson 4 Apply /aɪ/ sound spell 'y'	Lesson 5 Teach Strategies for learning words: common exception words and high-frequency words (could, should, would)
Week 2	Lesson 6 Teach Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 7 Practise/Apply Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 8 Revise /l/ or /al/ sound spell '-le' at the end of words and following a consonant	Lesson 9 Practise /l/ or /al/ sound spell '-le' at the end of words and following a consonant	Lesson 10 Teach/Practise Proofreading
Week 3	Lesson 11 Teach/Practise Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it	Lesson 12 Teach/Practise Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it	Lesson 13 Teach/Practise Adding the ending 'y' to words ending in 'e' with a consonant before it	Lesson 14 Revise/Learn Strategies for learning words: selected words from this half term, focusing on polysyllabic and topic words	Lesson 15 Apply Selected words from this half term: dictation
Week 4	Lesson 16 Teach /i:/ sound spell 'ey'	Lesson 17 Practise /i:/ sound spell 'ey'	Lesson 18 Apply /i:/ sound spell 'ey': dictation	Lesson 19 Teach/Revise Near homophones (quite/quiet)	Lesson 20 Practise/Apply Homophones and near homophones
Week 5	Lesson 21 Teach /r/ sound spell 'wr'	Lesson 22 Practise /r/ sound spell 'wr'	Lesson 23 Teach/Practise Common exception words (most, both, only)	Lesson 24 Practise Strategies for learning words: selected words from personal lists, including common exception words, topic words, /r/ words	Lesson 25 Assess /r/ sound spell 'wr' and common exception words
Week 6	Lesson 26 Teach Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 27 Practise Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 28 Apply Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 29 Teach/Practise Common exception words (move, prove, improve, should, would, could, most, both, only)	Lesson 30 Practise/Apply Strategies at the point of writing: using a working wall

### Block 4 – spring second half term

Week 1	Lesson 1 Teach /ɒ/ spell 'a' after 'w' and 'qu'	Lesson 2 Practise Strategies for learning words: /ɒ/ spell 'a' after 'w' and 'qu'	Lesson 3 Assess /ɒ/ spell 'a' after 'w' and 'qu': dictation	Lesson 4 Teach Strategies for learning spellings: mnemonics	Lesson 5 Practise Strategies for learning spellings: mnemonics
Week 2	Lesson 6 Revise /ɜ:/ spell 's', segmentation and syllable clapping	Lesson 7 Practise /ɜ:/ spell 's'	Lesson 8 Assess /ɜ:/ spell 's'	Lesson 9 Revise Homophones (new/knew)	Lesson 10 Teach/Practise Homophones (there, their, they're)
Week 3	Lesson 11 Teach Adding '-es' to nouns and verbs ending in 'y'	Lesson 12 Practise Adding '-es' to nouns and verbs ending in 'y'	Lesson 13 Apply Adding '-es' to nouns and verbs ending in 'y'	Lesson 14 Revise Strategies for learning words: Look, say, cover, write, check for selected words	Lesson 15 Practise/Apply Strategies for learning words
Week 4	Lesson 16 Teach The possessive apostrophe (singular nouns)	Lesson 17 Practise The possessive apostrophe (singular nouns)	Lesson 18 Apply The possessive apostrophe (singular nouns)	Lesson 19 Teach Strategies at the point of writing: using an alphabetically-ordered word bank	Lesson 20 Practise Strategies at the point of writing: using an alphabetically-ordered word bank
Week 5	Lesson 21 Teach Adding suffixes '-ful', '-less' and '-ly'	Lesson 22 Practise Adding suffixes '-ful', '-less' and '-ly'	Lesson 23 Apply Adding suffixes '-ful', '-less' and '-ly'	Lesson 24 Revise/Learn Strategies for learning words from this half term	Lesson 25 Assess Words from this half term
Week 6	Lesson 26 Revise Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 27 Teach Words ending '-tion'	Lesson 28 Practise Words ending '-tion'	Lesson 29 Teach Proofreading: dictionary skills	Lesson 30 Practise Proofreading: dictionary skills



### Block 5 – summer first half term

<b>Week 1</b>	Lesson 1 Revise <b>Strategies at the point of writing: Have a go sheets</b>	Lesson 2 Teach <b>The /l/ or /ə/ sound spelt '-el' at the end of words</b>	Lesson 3 Practise <b>The /l/ or /ə/ sound spelt '-el' at the end of words</b>	Lesson 4 Apply <b>The /l/ or /ə/ sound spelt '-el' at the end of words</b>	Lesson 5 Revise <b>Proofreading: using a dictionary/ word bank</b>
<b>Week 2</b>	Lesson 6 Teach <b>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'</b>	Lesson 7 Practise <b>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'</b>	Lesson 8 Apply <b>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'</b>	Lesson 9 Teach/ Practise/Apply <b>Strategies at the point of writing: using analogy (includes dictation)</b>	Lesson 10 Revise/Learn <b>Strategies for learning words</b>
<b>Week 3</b>	Lesson 11 Teach <b>The /ɔ:/ sound spelt 'a' before 'l' and 'll'</b>	Lesson 12 Practise <b>The /ɔ:/ sound spelt 'a' before 'l' and 'll'</b>	Lesson 13 Teach <b>The /ɔ:/ sound spelt 'ar' after 'w'</b>	Lesson 14 Practise <b>The /ɔ:/ sound spelt 'ar' after 'w'</b>	Lesson 15 Apply <b>Strategies for learning words: words including /ɔ:/ spelt 'a' before 'l' and 'll' and /ɔ:/ spelt 'ar' after 'w'</b>
<b>Week 4</b>	Lesson 16 Teach <b>Suffixes '-ment' and '-ness'</b>	Lesson 17 Practise <b>Suffixes '-ment' and '-ness'</b>	Lesson 18 Apply <b>Suffixes '-ment' and '-ness'</b>	Lesson 19 Teach <b>Strategies for learning words: selected words using cards</b>	Lesson 20 Learn <b>Strategies for learning words: common exception words and words from errors</b>
<b>Week 5</b>	Lesson 21 Teach <b>The /ɜ:/ sound spelt 'or' after 'w'</b>	Lesson 22 Practise <b>The /ɜ:/ sound spelt 'or' after 'w'</b>	Lesson 23 Assess <b>The /ɜ:/ sound spelt 'or' after 'w': dictation</b>	Lesson 24 Revise <b>The possessive apostrophe (singular nouns)</b>	Lesson 25 Practise/Assess <b>The possessive apostrophe (singular nouns): dictation</b>
<b>Week 6</b>	Lesson 26 Teach <b>The /l/ or /ə/ sound spelt '-al' at the end of words</b>	Lesson 27 Practise <b>The /l/ or /ə/ sound spelt '-al' at the end of words</b>	Lesson 28 Apply <b>The /l/ or /ə/ sound spelt '-al' at the end of words</b>	Lesson 29 Teach <b>Strategies for learning words: using Look, say, cover, write and check for common exception words</b>	Lesson 30 Practise/Apply <b>Common exception words</b>

### Block 6 – summer second half term

<b>Week 1</b>	Lesson 1 Revise <b>Spellings and concepts that pupils need to secure</b>	Lesson 2 Revise <b>Spellings and concepts that pupils need to secure</b>	Lesson 3 Revise <b>Spellings and concepts that pupils need to secure</b>	Lesson 4 Revise <b>Spellings and concepts that pupils need to secure</b>	Lesson 5 Revise <b>Spellings and concepts that pupils need to secure</b>
<b>Week 2</b>	Lesson 6 Revise <b>Homophones</b>	Lesson 7 Apply <b>Homophones</b>	Lesson 8 Teach <b>/ʌ/ sound spelt 'o'</b>	Lesson 9 Practise/Apply <b>/ʌ/ sound spelt 'o'</b>	Lesson 10 Apply <b>Words revised or learnt this week</b>
<b>Week 3</b>	Lesson 11 Teach <b>/l/ or /ə/ sounds spelt 'il' at the end of words</b>	Lesson 12 Practise <b>/l/ or /ə/ sounds spelt 'il' at the end of words</b>	Lesson 13 Apply <b>/l/ or /ə/ sounds spelt 'il' at the end of words</b>	Lesson 14 Revise <b>Strategies for learning words: common exception words</b>	Lesson 15 Apply <b>Common exception words</b>
<b>The remainder of the term</b>	<p>Spelling lessons should now focus on the following:</p> <ul style="list-style-type: none"> <li>• Revision of all the content from the Year 2 programme</li> <li>• Securing spelling strategies</li> <li>• At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced</li> <li>• After writing – developing proofreading and checking skills including using a dictionary</li> <li>• Learning spellings – developing children's personal spelling journals to reflect their growing independence in using taught strategies to learn new words.</li> </ul>				