

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Looking at repetitive stories (1 per week) sequencing, characters, settings, re-telling, acting, oracy, vocabulary</p> <p>Recognising their name and knowing the order of letters within their name.</p> <p>Name writing</p> <p>Know the correct pencil grip and posture for writing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Mark making in provision</p> <p>Handwriting patterns – copy and trace</p> <p>Fine motor activities (examples including but not limited to tweezing, threading, peeling, dot painting)</p> <ul style="list-style-type: none"> - Dough Disco - Storycise - Write Dance 	<p>Letter formation - Forming the lower-case Basics 2 letters. Taught in handwriting letter families as they are learnt. Write recognisable letters, most of which are correctly formed</p> <p>Handwriting carousel:</p> <ul style="list-style-type: none"> - Sand, foam, sandpaper - Whiteboard pen and whiteboards - Pencils in books (trace, starting point, independent) <p>CVC word and caption writing dictation including taught CEWs and HFWs. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Shared modelled write based off high quality text: oral rehearsal, high quality talk, vocabulary gathering, building fluent composition for a purpose.</p> <p>Fine motor activities (examples including but not limited to tweezing, threading, peeling, dot painting)</p> <ul style="list-style-type: none"> - Dough Disco - Storycise - Write Dance 	<p>Letter formation - Forming the lower-case Basics 2 and 3 letters correctly. Taught in handwriting letter families as they are learnt. Write recognisable letters, most of which are correctly formed</p> <p>Handwriting carousel:</p> <ul style="list-style-type: none"> - Sand, foam, sandpaper - Whiteboard pen and whiteboards - Pencils in books (trace, starting point, independent) <p>Dictated CVC, CVCC, CCVC word, caption, phrases, simple sentences including taught CEWs and HFWs. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Introduce finger spaces and full stops. Feedback and editing introduced with 'think pinks' – focus on letter formation.</p> <p>Shared modelled write based off high quality text: oral rehearsal, high quality talk, vocabulary gathering, building fluent composition for a purpose.</p> <p>Fine motor activities (examples including but not limited to tweezing,</p>	<p>Letter formation – To continue forming the lower-case Basics 2 and 3 letters correctly. Taught in handwriting letter families. Write recognisable letters, most of which are correctly formed. Handwriting focus sessions.</p> <p>Dictated CVC, CVCC, CCVC word, caption, phrases, simple sentences including taught CEWs and HFWs. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Continue to use finger spaces and full stops. Introduce capital letters. Feedback and editing introduced with 'think pinks' – focus on letter formation.</p> <p>Shared modelled write based off high quality text: oral rehearsal, high quality talk, vocabulary gathering, building fluent composition for a purpose.</p> <p>Independent write based off high quality text. Building writing stamina and say a sentence, hold a sentence, write a sentence.</p> <p>Fine motor activities (examples including but not limited to tweezing,</p>	<p>Letter formation – To consolidate forming the lower-case Basics 2 and 3 letters. Taught in handwriting letter families. Write recognisable letters, most of which are correctly formed. Handwriting focus sessions.</p> <p>Dictated CVC, CVCC, CCVC, CCVCC, CCCVC phrases and sentences including taught CEWs and HFWs. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Continue to use finger spaces and full stops. Continue to recognise and apply some capital letters. Feedback and editing with 'think pinks' – focus on letter formation and some punctuation correction.</p> <p>Shared modelled write based off high quality text: oral rehearsal, high quality talk, vocabulary gathering, building fluent composition for a purpose.</p> <p>Independent write based off high quality text. Building writing stamina and say a sentence, hold a sentence, write a sentence.</p>	<p>Letter formation – To consolidate forming the lower-case Basics 2 and 3 letters starting and finishing in the correct places. Letters to be sitting on the line with the correct sizing. Taught in handwriting letter families. Write recognisable letters, most of which are correctly formed. Handwriting focus sessions.</p> <p>Dictated CVC, CVCC, CCVC, CCVCC, CCCVC, CCCVC phrases and sentences including taught CEWs and HFWs. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Continue to use finger spaces and full stops. Continue to recognise and apply some capital letters. Feedback and editing with 'think pinks' – focus on letter formation and some punctuation correction.</p> <p>Shared modelled write based off high quality text: oral rehearsal, high quality talk, vocabulary gathering, building fluent composition for a purpose.</p> <p>Independent write based off high quality text or</p>

				threading, peeling, dot painting) - Dough Disco	threading, peeling, dot painting) - Dough Disco	Fine motor activities (examples including but not limited to tweezing, threading, peeling, dot painting)	once upon a picture. Building writing stamina and say a sentence, hold a sentence, write a sentence. Fine motor activities (examples including but not limited to tweezing, threading, peeling, dot painting)
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Throughout the year, formative and summative assessment will rapidly identify pupils who fall behind and high-quality interventions tailored to writing will be put in place.

Acorn Class - EYFS		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Text	No Write Stuff texts this term – see Eastling Primary School Writing Curriculum (Acorn Class EYFS)	Handa's Surprise by Eileen Brown	Penguins by Anne Schreiber	Pigs Might Fly by Jonathon Emmett and Steve Cox	Jack and the Jellybean Stalk by Rachael Morimer and Liz Pichon	We're Going on a Bear Hunt by Michael Rosen
	Writing to...		Entertain	Inform	Entertain	Entertain	Entertain
	Text Type		Description	Information	Story/Narrative	Description	Description
	Text		Poppies (CBeebies Animation)	All Aboard the London Bus by Patricia Toht	Chocolate Cake by Michael Rosen	On Sudden Hill by Linda Sarah	The Snail and the Whale by Julia Donaldson
	Writing to...		Entertain	Inform	Inform	Entertain	Persuade
	Text Type		Description	Information	Instruction	Story/Narrative	Letter

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Know the correct pencil grip and posture for writing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip.</p> <p>Fine motor activities (examples including but not limited to tweezing, threading, peeling, dot painting)</p> <p>Letter formation - Forming the lower-case letters using the correct formation. Taught in handwriting letter families - Curly 'caterpillar' family letters (c, a, d, g, o, q) 'Long ladder' family letters (l, I, t, y, u, j) 'One armed robot' family letters (r, n, m, h, b, k, p) 'Sliding letters' family letter (v, w, z) 'Tricky letters' (e, f, s, x). Teacher models on Interactive whiteboard – writing repeater. Discuss handwriting lines and start and finish points. Children to form one correct letter. Each piece checked before child is allowed to continue practising across line. Correct any misconceptions. Once each letter has been repeated, children to select letters they found the trickiest for further rehearsal.</p> <p>Transcription focus: I can, We can, You can sentence writing. I can - Modelled sentence (teacher writes): Focus non-negotiables: Capital letter, finger spaces, full stop, using sound mat. We can: Co-constructed sentence (with children): Teacher writes on board, class contributes sounds/words, children write simultaneously in books. You can: Independent task: Children write their own sentence. Creative extension for challenge. Feedback and editing introduced with 'think pinks' – focus on letter formation.</p>	<p>Fine motor activities (examples including but not limited to tweezing, threading, peeling, dot painting)</p> <p>Letter formation - Forming the lower-case letters using the correct formation. Taught in handwriting letter families - Curly 'caterpillar' family letters (c, a, d, g, o, q) 'Long ladder' family letters (l, I, t, y, u, j) 'One armed robot' family letters (r, n, m, h, b, k, p) 'Sliding letters' family letter (v, w, z) 'Tricky letters' (e, f, s, x). Teacher models on Interactive whiteboard – writing repeater. Discuss handwriting lines and start and finish points. Children to form one correct letter. Each piece checked before child is allowed to continue practising across line. Correct any misconceptions. Once each letter has been repeated, children to select letters they found the trickiest for further rehearsal.</p> <p>Transcription focus: Dictated Sentences – Follow alongside weekly phonics focus from Basics 3 & 4. Simple sentences including taught CEWs and HFWs. Say a sentence, hold a sentence, write a sentence. Kung Fu punctuation and counting words in the sentence. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Consolidate non-negotiables: capital letters, finger spaces and punctuation marks full stops, exclamation marks and question marks. Introduce capital letters for proper nouns. Feedback and editing 'think pinks' – focus on letter formation and GPC's.</p> <p>Shared Modelled Write based off high quality text: oral rehearsal, high quality talk, vocabulary gathering, building fluent composition for a purpose.</p>	<p>Fine motor activities (examples including but not limited to tweezing, threading, peeling, dot painting)</p> <p>Letter formation - Forming the lower-case letters using the correct formation. Taught in handwriting letter families - Curly 'caterpillar' family letters (c, a, d, g, o, q) 'Long ladder' family letters (l, I, t, y, u, j) 'One armed robot' family letters (r, n, m, h, b, k, p) 'Sliding letters' family letter (v, w, z) 'Tricky letters' (e, f, s, x). Correct any misconceptions. Once each letter has been repeated, children to select letters they found the trickiest for further rehearsal.</p> <p>Transcription focus: Dictated Sentences – Follow alongside weekly phonics focus from Basics 3, 4 & 5. Sentences including taught CEWs and HFWs. Say a sentence, hold a sentence, write a sentence. Kung Fu punctuation and counting words in the sentence. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Consolidate non-negotiables: capital letters, finger spaces and punctuation marks full stops, exclamation marks and question marks. Continue to use capital letters for proper nouns. Begin to use conjunctions. Feedback and editing 'think pinks' – focus on letter formation, GPC's, punctuation and HFW/CEW spelling. Introduce children self-editing through tick and fix.</p> <p>Composition focus: vocabulary gathering. Sentence stacking, and Independent write based off high quality text. Building writing stamina and say a sentence, hold a sentence, write a sentence.</p>	<p>Fine motor activities (examples including but not limited to tweezing, threading, peeling, dot painting)</p> <p>Letter formation - Forming the lower-case letters using the correct formation. Taught in handwriting letter families - Curly 'caterpillar' family letters (c, a, d, g, o, q) 'Long ladder' family letters (l, I, t, y, u, j) 'One armed robot' family letters (r, n, m, h, b, k, p) 'Sliding letters' family letter (v, w, z) 'Tricky letters' (e, f, s, x). Correct any misconceptions. Once each letter has been repeated, children to select letters they found the trickiest for further rehearsal.</p> <p>Transcription focus: Dictated Sentences – Follow alongside weekly phonics focus from Basics 3, 4 & 5. Sentences including taught CEWs and HFWs. Say a sentence, hold a sentence, write a sentence. Kung Fu punctuation and counting words in the sentence. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Consolidate non-negotiables: capital letters, finger spaces and punctuation marks full stops, exclamation marks and question marks. Continue to use capital letters for proper nouns and conjunctions. Begin to use past and present tense, prefixes and suffixes including plural noun suffixes. Feedback and editing 'think pinks' – focus on letter formation, GPC's, punctuation and HFW/CEW spelling. Children continue self-editing through tick and fix.</p> <p>Composition focus: vocabulary gathering. Sentence stacking, and Independent write based off high quality text. Building writing stamina by saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives.</p>	<p>Fine motor activities (examples including but not limited to tweezing, threading, peeling, dot painting)</p> <p>Letter formation - Forming the lower-case letters using the correct formation. Taught in handwriting letter families - Curly 'caterpillar' family letters (c, a, d, g, o, q) 'Long ladder' family letters (l, I, t, y, u, j) 'One armed robot' family letters (r, n, m, h, b, k, p) 'Sliding letters' family letter (v, w, z) 'Tricky letters' (e, f, s, x). Correct any misconceptions. Once each letter has been repeated, children to select letters they found the trickiest for further rehearsal.</p> <p>Transcription focus: Dictated Sentences – Follow alongside weekly phonics focus from Basics 3, 4 & 5. Sentences including taught CEWs and HFWs. Say a sentence, hold a sentence, write a sentence. Kung Fu punctuation and counting words in the sentence. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Consolidate non-negotiables: capital letters, finger spaces and punctuation marks full stops, exclamation marks and question marks. Continue to use capital letters for proper nouns and conjunctions. Begin to use past and present tense, prefixes and suffixes including plural noun suffixes. Feedback and editing 'think pinks' – focus on letter formation, GPC's, punctuation and HFW/CEW spelling. Children continue self-editing through tick and fix.</p> <p>Composition focus: vocabulary gathering. Sentence stacking, and Independent write based off high quality text. Building writing stamina by saying out loud what they are going to write about, composing a sentence orally before writing it,</p>	<p>Fine motor activities (examples including but not limited to tweezing, threading, peeling, dot painting)</p> <p>Letter formation - Forming the lower-case letters using the correct formation. Taught in handwriting letter families - Curly 'caterpillar' family letters (c, a, d, g, o, q) 'Long ladder' family letters (l, I, t, y, u, j) 'One armed robot' family letters (r, n, m, h, b, k, p) 'Sliding letters' family letter (v, w, z) 'Tricky letters' (e, f, s, x). Correct any misconceptions. Once each letter has been repeated, children to select letters they found the trickiest for further rehearsal.</p> <p>Transcription focus: Dictated Sentences – Follow alongside weekly phonics focus from Basics 3, 4 & 5. Sentences including taught CEWs and HFWs. Say a sentence, hold a sentence, write a sentence. Kung Fu punctuation and counting words in the sentence. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Consolidate non-negotiables: capital letters, finger spaces and punctuation marks full stops, exclamation marks and question marks. Continue to use capital letters for proper nouns and conjunctions, past and present tense, prefixes and suffixes including plural noun suffixes. Feedback and editing 'think pinks' – focus on letter formation, GPC's, punctuation and HFW/CEW spelling. Children continue self-editing through tick and fix.</p> <p>Composition focus: vocabulary gathering. Sentence stacking, and Independent write based off high quality text. Building writing stamina by saying out loud what they are going to write about, composing a sentence orally before writing it,</p>

Oak Class – UKS2	Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Text	My Friend Walter Michael Morpurgo The Highwayman- Alfred Noyes (Write Stuff UNITS) Highwayman Poem Biography Shakespeare/Attenborough	Goodnight Mr Tom Michelle Magorian The Christmas Truce Carol Anne Duffy (Write Stuff UNITS) The Piano- Narrative The Christmas Truce- Narrative	Song of the Dolphin Boy Elizabeth Laird Oceans- Persuasive Speech The Whale- Narrative Ocean Pollution Device- Explanation	Holes- Louis Sachar Diary- First Day at Camp Newspaper- Kissing Kate	The 1000 Year old Boy- Ross Welford Viking Kings of England- Non Chronological Report	The Last Wild- Piers Today First Person Narrative (General) Local Geography Report- Explanation.
	Writing to...	Entertain	Entertain	Persuade	Entertain	Inform	Entertain
	Text Type	Poem	Narrative	Speeches	Diary	Non Chronological Report	Narrative
	Writing to...	Inform	Entertain	Entertain	Discuss		Inform
	Text Type	Biography	Narrative	Narrative	Newspaper Article		Non Chronological Report
	Writing to...			Inform			
	Text Type			Explanation			
	Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Text	A Monster Calls- Patrick Ness Thornhill Pam Smy WRITE STUFF UNITS Thornhill (Narrative) A Monster Calls (Narrative)	A Christmas Carol- Charles Dickens WRITE STUFF UNITS End Homeless Speech- (Persuasive) Mars Transmission (Report)	Point Blanc- Anthony Horowitz Cogheart Peter Bunzl Mechanical- Explanation Persuasive Leaflet- The Alps Alps Narrative	Who let the God's Out- Maz Evans Police Report Orpheus and Eurydice Newspaper Report- Theseus and Minotaur	Greta Thunberg- No one too small to make a difference. Persuasive Letter- Letter to MP about Green Strategies.	The Wonderful Adventures of Mrs Seacole in Many Lands: A powerful memoir of survival during the Crimean War era Alfred the Great- Biography Florence Nightingale Persuasive Letter
	Writing to...	Entertain	Persuade	Inform	Inform	Persuade	Inform
	Text Type	Narrative	Speeches	Explanation	Report	Letter	Biography
	Writing to...	Entertain	Inform	Persuade	Discuss		Persuade
	Text Type	Narrative	Report	Advert	Newspaper Article		Letter

Throughout the year, formative and summative assessment will rapidly identify pupils who fall behind and high-quality interventions tailored to writing will be put in place.

Key

Writing to	Text Type					
Entertain	Story/ Narrative		Description		Poetry	
Inform	Instruction	Explanation	Diary	News Report	Information	Recount
Persuade	Advert		Letter		Speech	Poster / Campaign
Discuss	Balanced Argument		Newspaper Article		Review	

The following appendices are to be used alongside this document to ensure GPaS, phonic and reading links with writing coverage.

Appendix 1 – Phonics Progression Plan

Appendix 2 – Spelling LTP

Appendix 3 – Grammar LTP

Appendix 4 – Handwriting Progression of skills

Appendix 5 – Reading Curriculum