

Christopher Rawlins CE Primary School
 English Long-term Overview KS1
 Core Texts and Writing and Grammar progression



Phase		Autumn		Spring		Summer	
KS1	Theme	Fire and Festivals Fear Escape Dark The Power of Books and Imagination		The Power of Books and imagination		Secret Garden	
	Core Text	Owl Babies (Fear and Escape) On Sudden Hill (Friendship) My name is not refugee	The Darkest Dark The Secret of black rock	Goodbye Little Wolf The Little Land The Frost the sun Julie Video Link Bob Cox	Franklins Flying bookshop Goodbye Winter Hello Spring A child of books Nimesh the Adventurer	Secret garden Above and Below The last Wolf	The Great Paper Caper A tale of two beasts
	Genres	Story innovation Performance poetry. Instructions.	Recount of a special event Innovation of the first page.	Story innovation Instruction writing	Descriptive writing character and setting	Story innovation Menu	Persuasive writing Recount
	Poetry	Once upon a hedgehog. Rules Poem		I opened a book by Julia Donaldson.		Christina Rosetti Bob Cox Hurt NO Living Thing	

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Writing Progression of Skills

Sources: National Curriculum

	Year 1	Letter formation/ Handwriting	sit correctly at a table, holding a pencil comfortably and correctly – BBC position.	continue to develop tripod grip of a pencil/pen.	write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place.	form digits 0-9.	
	Year 2	Letter formation/ Handwriting	sit correctly at a table, holding a pencil comfortably and correctly – BBC position.	master the tripod grip of a pen/pencil.	Form lower case letters of the correct size, relative to one another. use spacing between words that reflects the size of the letters	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	begin to use the diagonal and horizontal strokes needed to join letters.
	Year 1	Planning Drafting and Editing	compose a sentence orally	Say a sentence out loud before	read their writing to check that it	to begin to independently	

			before writing sequence - oral rehearsal	writing it – oral rehearsal. sequence sentences to form short narratives.	makes sense to themselves and to an adult.	make a change to their writing so that they make their writing better.	
	Year 2	Planning Drafting and Editing	write narratives about personal experiences and those of others (real and fictional).	plan what they are going to write about, including writing down ideas and/or key words and new vocabulary eg: mind-maps.	sequence 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.	read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary. check for errors in spelling, grammar and punctuation with the help of an adult where necessary.
	Year 1	Audience Purpose and Structure	use a number of simple features of different text types and to make relevant choices about subject matter and appropriate	start to engage readers in stories and news telling by using adjectives to describe.	begin to write for different purposes: poetry, instructions, letter.		

			vocabulary choices.				
	Year 2	Audience Purpose and Structure	write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.	use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.	read aloud what they have written with appropriate intonation to make the meaning clear.		

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Grammar Progression of Skills

Sources: National Curriculum



	Year 1	<u>Word</u>	<u>Sentence</u>	<u>Text</u>	<u>Punctuation</u>	<u>Terminology</u>	
		Regular plural noun suffixes –s or –es Suffixes that can be added to verbs	How words can combine to make sentences Joining words	Sequencing sentences to form short narratives	Separation of words with spaces Introduction to capital letters, full	Letter capital letter word singular Plural sentence punctuation full	

		where no change is needed in the spelling of root words How the prefix un- changes the meaning of verbs and adjectives	and joining clauses using and		stops, question makes to demarcate sentences Capital letters for names and for the personal pronoun	stop question mark exclamation mark	
	Year 2	<p><u>Word</u></p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding Formation of adjectives using suffixes such as -ful, -less Use the suffixes -er, est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p>	<p><u>Sentence</u></p> <p>Subordination and coordination Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p><u>Text</u></p> <p>Correct choice and consistent use of present tense and past tense throughout writing. Use the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p><u>Punctuation</u></p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p><u>Terminology</u></p> <p>Noun, noun phrase statement, questions exclamation, command compound, adjective, verb suffix adverb tense (past, present) apostrophe comma</p>	