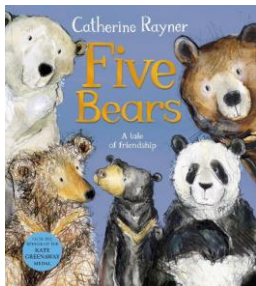
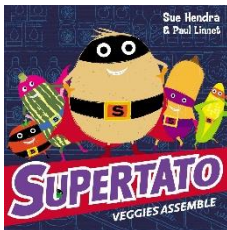
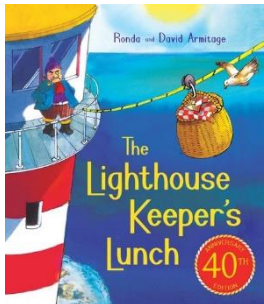
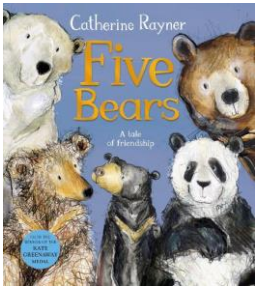
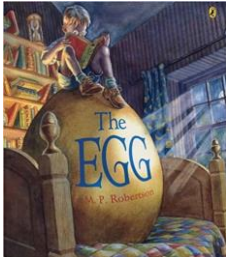
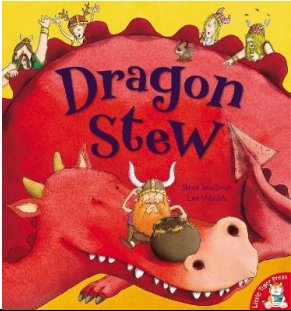
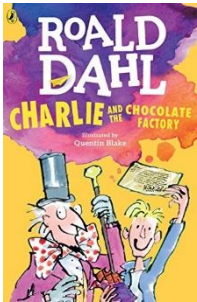
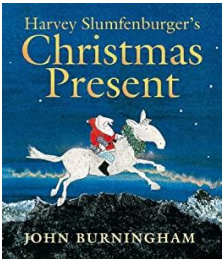
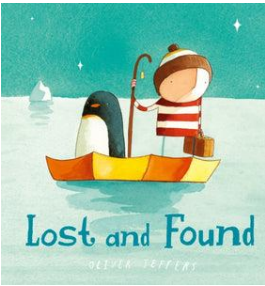
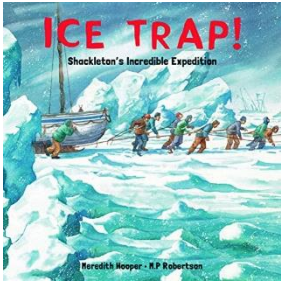
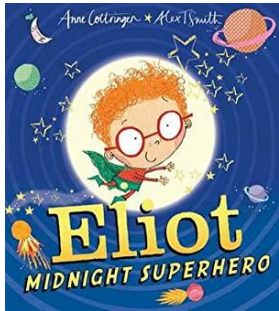
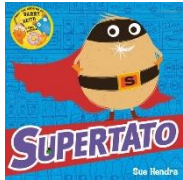
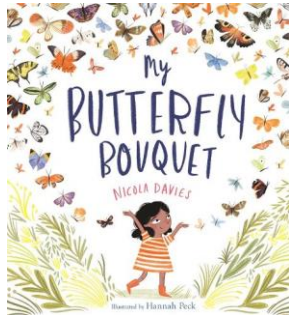
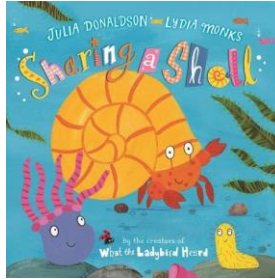


# Paulton Infants Writing Curriculum Map (Cycle A) 2022-23

CYCLE A	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Term 6
Topic Title	Across the Drawbridge	Sweets Galore	Pole to Pole	Heroes and Villains	A Bug's Life	Oh We Do Like To Be Beside The Seaside
<b>Wow Day/part of immersion</b>	Wow day/immersion – week 2.  Find an egg hidden. Link to The Egg MP Robertson.	Bring in your favourite sweets/choc to taste test(allergy aware) Blind Tasting – guess the sweet competition. Design the perfect sweet	Identify different objects in Ice – make connections with Animals Arctic Vs Antarctica	Superhero dress up day	Grow and hatch caterpillars/ butterflies	Stay and play 'at the beach' with parents invited into school (support transition)
<b>Key Texts Year 1</b>	<p><b>Week 1 focus: Five Bears – Catherine Rayner</b></p>   <p><b>The Egg - MP Robertson.</b></p> <p><b>Zog – Julia Donaldson</b></p> 	<p><b>Jack and the Jelly Beanstalk – Rachel Mortimer</b></p>  <p><b>Christmas theme: Harvey Slumfenburger's Christmas Present – John Burningham</b></p> 	<p><b>The Emperor's Egg – Martin Jenkins</b></p>  <p><b>Lost and Found – Oliver Jeffers</b></p> 	<p><b>Supertato – Sue Hendra &amp; Paul Linnet (and other Supertato series)</b></p>  	<p><b>Tad: A big story about a brave minibeast – Benji Davies</b></p> 	<p><b>Lighthouse Keeper's lunch – David Armitage</b></p> 

## Paulton Infants Writing Curriculum Map (Cycle A) 2022-23

<p><b>Key Texts</b> <b>Year 2</b></p>	<p><b>Week 1 focus: Five Bears – Catherine Rayner</b></p>   <p><b>The Egg - MP Robertson.</b></p> <p><b>Dragon Stew – Steve Smallman</b></p> 	<p><b>Charlie and the choc factory – Roald Dahl</b></p>  <p><i>Christmas theme: Harvey Slumfenburger's Christmas Present – John Burningham</i></p> 	<p><b>Lost and Found – Oliver Jeffers</b></p>  	<p><b>Elliott the midnight superhero – Anne Cottringer</b></p>  <p>For poetry focus only: <b>Supertato – Sue Hendra &amp; Paul Linnet</b></p> 	<p><b>My Butterfly Bouquet - Nicola Davies</b></p> 	<p><b>Sharing a shell – Julia Donaldson</b></p> 
<p><b>Supporting Texts</b> <b>KS1</b></p>	<p>How to catch a Dragon – Caryl Hart</p> <p>Look Inside a Castle Conrad Mason &amp; Barry Ablett</p>	<p>Woolly Jumper: The Story of Wool – Meredith Hooper</p> <p>From bean to bar – Anita Ganeri</p>	<p>Poles Apart! - Jeanne Willis</p> <p>Big Bear Little Brother – Carl Norac</p> <p>Meerkat Mail - Emily Gravett (contrasting setting)</p>	<p>How to save a superhero – Caryl Hart</p> <p>Superworm – Julia Donaldson</p> <p>SuperKid – Claire Freedman</p>	<p>What Bug Am I? by Skye Wade</p> <p>The Giant Jam Sandwich - Janet Burroway and John Vernon Lord</p>	<p>The Lighthouse Keeper's Tea/Rescue/Picnic – David Armitage</p> <p>Snail and the whale – Julia Donaldson</p>

## Paulton Infants Writing Curriculum Map (Cycle A) 2022-23

	The Knight Who Wouldn't Fight- Helen Docherty			Little People, Big Dreams – Maria Isabel Sanchez  Great women who changed the world/made history/worked wonders – Kate Pankhurst	Arghh Spider – Lydia Monks  Twist and Hop, Minibeast Bop! - Tony Mitton	My Name Is Grace Darling - Geraldine Terry  The singing mermaid – Julia Donaldson  How to be a pirate – Sue Fliess
<b>End of unit outcomes</b>	<b>Term 1 – 7 weeks</b>	<b>Term 2 – 8 weeks</b>	<b>Term 3 – 6 weeks</b>	<b>Term 4 – 6 weeks</b>	<b>Term 5 – 6 weeks</b>	<b>Term 6 – 7 weeks</b>
<b>Year 1</b>  Hawthorn and Hazel to teach the same unit at the same time.	<b>1 week Five Bears:</b> label a bear picture, draw own bear, name and describe him  <b>3 weeks Fiction:</b> dragon description  <b>3 weeks Non-fiction:</b> Information Text - For sale poster – castle.  <b>No written poetry outcome (learning by heart and performing)</b>	<b>3 weeks Fiction:</b> setting description (castle/Jack's house)  <b>3 weeks Non-fiction:</b> Write a list of your jelly beans and their magic properties  <b>Christmas theme (fiction focus)</b> - write a description of Father Christmas  <b>No written poetry outcome (learning by heart and performing)</b>	<b>2 weeks Poetry:</b> Polar bear poem with days of the week  <b>4 weeks Non-fiction:</b> Information text - poster about polar bears or penguins  <b>No Fiction</b>	<b>4 weeks Fiction:</b> Superhero story – Supertato on a new adventure  <b>No non fiction</b>  <b>2 weeks Poetry:</b> Write an acrostic Superhero poem If I were a superhero I would...	<b>4 weeks Fiction:</b> Recount (Diary entry Tad point of view)  <b>2 weeks Non-fiction:</b> Fact file about frogs.  <b>No written poetry outcome (learning by heart and performing)</b>	<b>4 weeks Fiction:</b> story writing – alternative ending or part changed story  <b>3 weeks Non-fiction:</b> Recount of trip to the seaside  <b>No written poetry outcome (learning by heart and performing)</b>
<b>Year 2</b>  Maple, Magnolia and Sycamore to teach the same unit at the same time.	<b>1 week - Five Bears:</b> write about a bear from the story, draw your own bear and describe him.  <b>3 weeks Fiction:</b> short story dragon themed  <b>3 weeks Non-fiction:</b> Information Text – Key features of a castle information leaflet/what is it like to live in a Castle?  <b>No written poetry outcome (learning by heart and performing)</b>	<b>3 weeks Fiction:</b> Recount (diary entry) Charlie's visit to the factory  <b>3 weeks Non-fiction:</b> Instructions – how to make a chocolate bar using time connectives  <b>Christmas theme (fiction focus)</b> - story map and write an alternative end to the story.  <b>No written poetry outcome (learning by heart and performing)</b>	<b>3 weeks Fiction:</b> Recount (expedition report) of Shackleton's expedition  <b>3 weeks Non-fiction:</b> Information text – leaflet about animals from Arctic/ Antarctica  <b>No written poetry outcome (learning by heart and performing)</b>	<b>4 weeks Fiction:</b> Superhero story – create own superhero and write their story  <b>Non non-fiction</b>  <b>2 weeks Poetry:</b> Write a Superhero poem using alliteration	<b>No fiction</b>  <b>4 weeks Non-fiction:</b> Information leaflet about life cycle of frogs/butterflies  <b>2 weeks Poetry:</b> Riddle writing about various insects	<b>4 weeks Fiction:</b> Invent a 'Sharing a ....' story  <b>3 weeks Poetry:</b> Write a pirate/mermaid themed poem Sharing a shell – learn by heart to perform (shortened version)

## **Paulton Infants Writing Curriculum Map (Cycle A) 2022-23**

**Year 1 Skills –** NC skills taught throughout each unit/ piece of writing.

### **Spelling**

- words containing each of the 40+ phonemes already taught
- common exception words
- Apply simple spelling rules

### **Reading Comprehension and Text Analysis (Fiction and non fiction)**

- Identify the significance of the title and events in stories and non-fiction texts.
- Understand that non-fiction texts provide information
- Answer questions orally about a shared non-fiction text (e.g. what do penguins eat?)
- Discuss a wide range of poems, stories and non-fiction beyond their independent reading level
- Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past
- Draw on what they already know to understand a text (e.g. through relating to their own experiences – linking learning about
- Make simple predictions based on their own experiences e.g. I think dad will be cross because my dad would be cross
- Make simple inferences e.g. I think Goldilocks was scared because three Bears looking down at me would be frightening.
- Recognise and use predictable phrases in known stories e.g. Run, run as fast as you can you can't catch me etc Once upon a time, happily ever after

### **Writing – composition**

- saying out loud what they are going to write about composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- Plan using story maps
- Maintain consistent present and past tense
- Write in grammatically accurate sentences
- Write fiction and non-fiction texts with a clear beginning, middle and end based on whole class reading (imitate)
- Use literary language and phrases (e.g. once upon a time, happily ever after, He huffed and he puffed.)
- Use topic related vocabulary in non-fiction.
- Re-read their writing to check it makes sense and make corrections as necessary.

### **Writing – vocabulary, grammar and punctuation**

- leaving spaces between words
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

### **Handwriting**

- sit correctly at a table, holding a pencil comfortably and correctly
- Form letters and digits of the correct size and orientation
- Separate words with spaces
- Copy clearly and accurately 7 WPM
- begin to form lowercase letters in the correct direction, starting and finishing in the right place
- form capital letters



## Paulton Infants Writing Curriculum Map (Cycle A) 2022-23

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Introduced in in Term 1&amp;2</p> <p>Introduced in Term 3&amp;4</p> <p>Introduced in Term 5&amp;6</p> <p>No highlight indicates revisited objective</p>	<p><b>Spelling</b> name the letters of the alphabet: naming the letters of the alphabet in order</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><b>Writing – composition</b> sequencing sentences to form short narratives</p> <p><b>Writing – vocabulary, grammar and punctuation</b> beginning to punctuate sentences using a capital letter and a full stop</p> <p>using a capital letter for names of people and the personal pronoun 'I'</p> <p><b>Handwriting</b> form digits 0-9</p>	<p><b>Spelling</b> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><b>Writing – composition</b> sequencing sentences to form short narratives</p> <p><b>Writing – vocabulary, grammar and punctuation</b> joining words and joining clauses using and</p> <p><b>Handwriting</b></p>	<p><b>Spelling</b> the days of the week</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p><b>Writing – composition</b> sequencing sentences to form short narratives</p> <p><b>Writing – vocabulary, grammar and punctuation</b> using a capital letter for names of places and days of the week</p> <p>question mark or exclamation mark</p> <p>joining words and joining clauses using and</p> <p><b>Handwriting</b> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<p><b>Spelling</b> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p><b>Writing – composition</b> sequencing sentences to form short narratives</p> <p><b>Writing – vocabulary, grammar and punctuation</b></p> <p><b>Handwriting</b> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<p><b>Spelling</b> using the prefix un–</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p><b>Writing – composition</b> sequencing sentences to form short narratives</p> <p><b>Writing – vocabulary, grammar and punctuation</b></p> <p><b>Handwriting</b> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<p><b>Spelling</b></p> <p><b>Writing – composition</b> sequencing sentences to form short narratives</p> <p><b>Writing – vocabulary, grammar and punctuation</b></p> <p><b>Handwriting</b> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>

**Vocabulary**

**Spelling:** phoneme, grapheme, letter, sound, digraph, trigraph, split digraph, suffix, prefix, singular, plural, vowel, consonant

**Reading Comprehension and text:** Discuss the meaning of new words by linking to the vocabulary they know e.g. unkind = means not kind

**Writing:** full stop, capital letter, question mark, exclamation mark, punctuation, sentence, first person, adjective, narrative, story, fiction, non-fiction, **genre**, rhyme, beginning, middle, end, opening, problem, conclusion, character, setting, illustrations, author, illustrator, **alliteration**, **power of three**, **repetition**, **onomatopoeia**, **acrostic**, **verse**, **refrain**, **calligram**

**Handwriting:** upper case, lower case, join, ascenders, descenders

## **Paulton Infants Writing Curriculum Map (Cycle A) 2022-23**

**Tier 2 words (High frequency/multiple meaning):** which, list, name, recite, explain, discuss, conclude, plan, decide

### **Oracy**

- Re-tell stories based on known texts
- Rehearse sentences before writing
- Rehearse own stories several times before writing
- Read own writing aloud for editing
- Read aloud using a presentation voice
- Learn and recite poetry
- Demonstrate and explain their understanding e.g through role play, story mapping, discussion, drama

### **Year 2 Skills – NC skills taught throughout each unit/ piece of writing.**

#### **Spelling (see reading curriculum map for set lesson sequences)**

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning to spell common exception words

#### **Reading Comprehension and Text Analysis (Fiction and non fiction)**

- Reading Comprehension and Text Analysis (fiction and non-fiction)
- Identify the sequence of events in fiction and how these are related e.g. understanding beginning, middle and end.
- Identify the sequence of events in non-fiction and how these are related
- Use titles, headings, pictures and blurbs to locate relevant information
- Use scanning to locate a single piece of information in response to questions from the teacher
- Understand the structure of the non-fiction texts used e.g. use of headings, bullet points, and how these help to organise the information
- List key information orally or through text marking (highlighting/underlining) in response to questions
- Discuss their understanding of stories, poems and non-fiction at a level beyond their independent reading level
- Recognise the key characteristics of stories e.g characters, plot, setting, key themes
- Make simple inferences e.g. I think Goldilocks was scared because three Bears looking down at me would be frightening.
- Draw on what they know already to understand a text e.g. through the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour)
- Predict what may happen based on what they have read so far, e.g. I think that the dog will run away as we already know he gets scared of loud noises.

#### **Writing – composition**

- 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
- read aloud what they have written with appropriate intonation to make the meaning clear.

#### **Writing – vocabulary, grammar and punctuation**



**Paulton Infants Writing Curriculum Map (Cycle A) 2022-23**

<p><b><u>Oracy</u></b></p> <ul style="list-style-type: none"><li>• Retell known stories linked to the Year 2 range</li><li>• Recite poems by heart, using intonation to make the meaning clear: e.g. The Sound Collector (Roger McGough) Walking with my Iguana (Brian Moses) Daddy fell into the pond (Noyes)</li><li>• Read aloud books matched to Year 2 phonic knowledge</li><li>• Discuss their understanding of stories, poems, non-fiction at a level beyond which they can read independently</li><li>• Express their views and listen to the views of others</li></ul>