
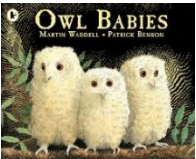
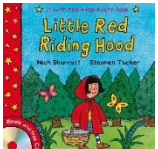
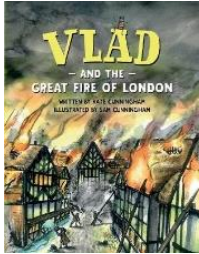
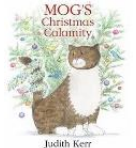

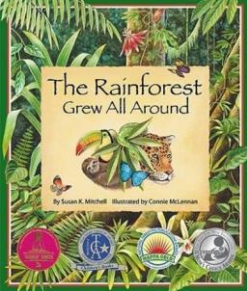
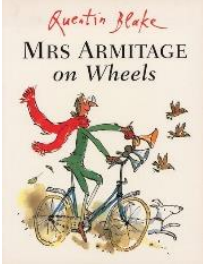
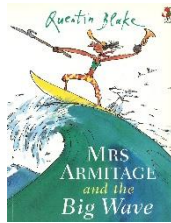
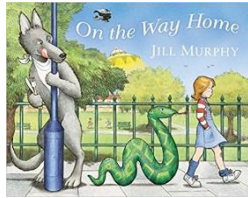


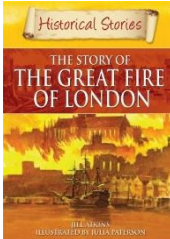
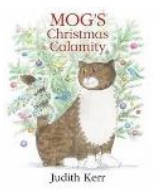
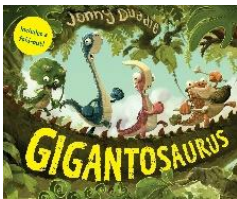
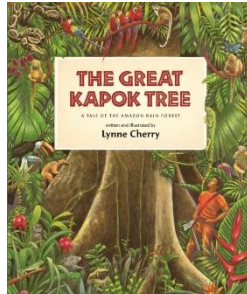
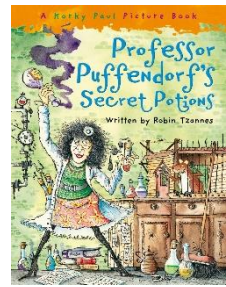
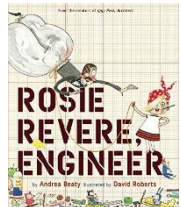
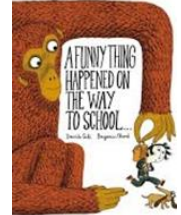
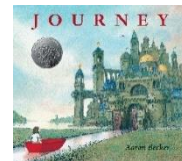
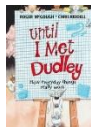


Paulton Infants Writing Curriculum Map (Cycle B) 2023-24

CYCLE B	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Term 6
Topic Title	In the Deep Dark Woods	Great Fire of London	Land of the Dinosaurs	We're Roaming in the Rainforest	Amazing Inventors	Our place in the world
Wow Day/part of immersion	Visit to playscape – WOW day	Fire Engine visit / Fire station visit	Dinosaur in your classroom video, footprints left, with clues etc...	Potential Longleat animal handlers/ Potential Wild Place trip College – invite in animal care students	Parents to come in to share jobs linked Potentially – Dyson, Bristol Aerospace, Rolls Royce	Walk around Paulton – with different things to focus on – linked to their journey to school/library/park etc.
Cultural Capital Links	Knowledge of native woodland animals and plants	Key local places – eg. fire station, church Taking part in Nativity	Learning about Mary Anning – Dorset based historical figure	World Book Week World Poetry Day – poetry slam	History of area – Bristol, Brunel	Local area visits and history Mining history
Short burst or stand alone writing opportunities	Welcome to new class information pages	Remembrance Day writing Christmas cards Invitations to the Nativity Nativity show posters	Recounting holiday events Celebration cards	Easter cards Thankyou letters	Letters inviting people to discuss jobs Questions to ask visitors	Invitations to Year 2 end of year play Letters to new teachers
Key Texts Year 1	<p>Week 1/2- The Colour Monster/The colour monster goes to school – Anna Llanes</p>  <p>Owl Babies – Martin Waddell</p>  <p>Little Red Riding Hood – Nick Sharratt</p> 	<p>Vlad and the great fire of London – Kate Cunningham</p>  <p>Christmas theme: Story 'Mog's Christmas Calamity' Judith Kerr</p> 	<p>Pete's Magic Pants – The Lost Dinosaur – Paddy Kempshall, Chris Chatterton</p> 	<p>The rainforest grew all around – Susan K Mitchell</p> 	<p>Mrs Armitage on Wheels – Quentin Blake</p>  <p>Mrs Armitage and the big wave – Quentin Blake</p> 	<p>On the way home – Jill Murphy</p> 

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<p>Key Texts Year 2</p>	<p>Week 1 - The Colour Monster/The colour monster goes to school - Anna Llanes</p>  <p>Little Red Riding Hood – Lari Don, Cecelia Chauffrey</p> 	<p>Historical Stories - The Story of the GFOL – Jill Atkins</p>  <p>Christmas theme: Story 'Mog's Christmas Calamity' Judith Kerr</p> 	<p>Gigantosaurus – Jonny Duddle</p> 	<p>The Great Kapok Tree - Lynne Cherry</p> 	<p>Professor Puffendorf – Korky Paul</p>  <p>Rosie Revere Engineer – Andrea Beatty</p> 	<p>A funny thing happened on the way to school – Davide Cali</p>  <p>Journey – Aaron Becker</p> 
<p>Supporting Texts</p>	<p>Any alternative versions of LRRH and other fairy tales</p> <p>The Gruffalo and the Gruffalo's Child – Julia Donaldson</p> <p>Red Riding Hood and the sweet little wolf – Rachael Mortimer</p> <p>Hoot Owl - Sean Taylor</p> <p>The Owl that was afraid of the dark – Jill Murphy</p> <p>Look what I've found in the woods – Moira Butterfield and Jesus Verona.</p> <p>Twinkl non-fiction woodland animal texts</p>	<p>Toby and the great fire of London</p> <p>Start up History – The Great Fire of London – Stewart Ross</p> <p>Non-fiction GFOL books</p>	<p>Non-fiction Dinosaur books</p> <p>Bumpus Jumpus Dinosaurumpus - Tony Mitton</p> <p>Tyrannosaurs Drip – Julia Donaldson</p> <p>Harry & his bucketful of dinosaurs</p> <p>Little People, Big Dreams – Maria Isabel Sanchez – Mary Anning</p> <p>The Girl and the dinosaur – Hollie Hughes</p> <p>Dinosaur Lady – Linda Skeers</p>	<p>We're Roaming in the Rainforest – Laurie Krebs/ Anne Wilson</p> <p>Rainforest – Julia Groves</p> <p>Rumble in the Jungle – Giles Andrae</p> <p>Giraffes Can't Dance – Guy Parker Rees</p> <p>Cornelia and the Jungle Machine – Nora Brech</p> <p>The Giraffe, the Pelly and me – Quentin Blake</p>	<p>Until I met Dudley (how machines really work) – Chris Riddell</p>  <p>Little People, Big Dreams – Maria Isabel Sanchez</p> <p>Great women who changed the world/made history/worked wonders – Kate Pankhurst</p> <p>Three cheers for inventors Marcia Williams</p> <p>An illustrated timeline of inventors - Kremena T Spengler</p>	<p>Quest – Aaron Becker</p> <p>Return – Aaron Becker</p> <p>The way back home – Oliver Jeffers</p> <p>Beegu – Alexis Deacon</p> <p>Here we are – Oliver Jeffers</p> <p>The world around me/Street beneath my feet/The skies above my eyes – Charlotte Gullian</p>

Paulton Infants Writing Curriculum Map (Cycle B) 2023-24

	<p>Little Red – Bethan Woolvin</p> <p>The Usborne Woodland Book</p>		<p>Dinosaur lady – daring discoveries of Mary Anning – Linda Skeers</p> <p>Everything You Know About Dinosaurs Is Wrong</p> <p>Usborne Beginners – Dinosaurs</p> <p>Dinosaurs Galore! – Giles Andreae (poetry)</p>			
<p>Class read alouds</p>	<p>Fairytales and alternative fairytales – including fairytales from other cultures</p>	<p>The baker’s boy and the great fire of London – Tom Bradman</p> 	<p>Stone Girl Bone Girl – Laurence Anholt.</p>  <p>The fossil Girl – Catherine Brighton</p> 	<p>The Giraffe, the pelly and me – Roald Dahl</p> 	<p>George’s Marvellous Medicine – Roald Dahl</p> 	<p>Read stories from other countries and cultures eg. Possum magic</p>
<p>End of unit outcomes Year 1</p>	<p>Fiction: write a description of wolf/LRRH</p> <p>Non-fiction: label/caption woodland animals</p> <p>No written poetry outcome (learning by heart and performing)</p>	<p>4 weeks Fiction: Diary entry from POV of Vlad the flea from the story</p> <p>Non-fiction outcomes through history curriculum</p> <p>2 week Poetry: Bonfire/Fireworks night linked (Scaffolded with openers/repetition)</p> <p>Christmas outcome: diary writing as Mog about his calamity</p>	<p>Fiction: dinosaur story – adventure (put on pants, go and return – beginning same, different middle and end)</p> <p>Non-fiction: How to look after a dinosaur information page (food, care, habitat etc)</p> <p>No written poetry outcome (learning by heart and performing)</p>	<p>No Fiction</p> <p>Non-fiction: short burst – recount of trip</p> <p>Rainforest animal fact files</p> <p>Poetry: jungle animal poetry</p>	<p>Non-fiction: Linked to History - leaflet about Brunel (or another inventor)</p> <p>Fiction: Description of own version of Mrs Armitage’s new car/surfboard</p> <p>No written poetry outcome (learning by heart and performing)</p>	<p>Fiction: Story – journey story beginning, middle and end.</p> <p>Non-fiction: linked to Geography – Guide book to Paulton.</p> <p>Poetry: poems to perform to peers</p>

Paulton Infants Writing Curriculum Map (Cycle B) 2023-24

<p>End of unit outcomes Year 2</p>	<p>Fiction: reinvented LRRH story – beginning, middle and end.</p> <p>Non-fiction: Class book of woodland animal factsfiles pages (information page)</p> <p>No written poetry outcome (learning by heart and performing)</p>	<p>Fiction: Diary entry from POV of child in GFOL</p> <p>Non-fiction outcomes through history curriculum</p> <p>2 week Poetry: Bonfire/Fireworks night linked (with similies)</p> <p>Christmas outcome: retell Mog or change the calamities in the story</p>	<p>Fiction: dinosaur story with beginning, middle and end (focus on description)</p> <p>Non-fiction: information leaflet about Mary Anning and fossils</p> <p>No written poetry outcome (learning by heart and performing)</p>	<p>No Fiction</p> <p>Non-Fiction: persuasive letter to key figure eg Prime Minister (climate change linked, eg Greta Thunberg, David Attenborough)</p> <p>Poetry: Rainforest animal riddles</p>	<p>Fiction: Potion recipes</p> <p>Non-fiction: Famous inventions/inventors information booklets/books (including contents and glossary)</p> <p>No written poetry outcome (learning by heart and performing)</p>	<p>Fiction: story with beginning, middle and end (co-ordination and subordination)</p> <p>Non-fiction: Comparative guide to Paulton and another place (European)</p> <p>Poetry: Silly/Nonsense poem with alliteration</p>
<p>Year 1 Key skills taught in each term</p>	<p>Term 1 and 2</p>		<p>Term 3 and 4</p>		<p>Term 5 and 6</p>	
<p>Spoken Language (taken from NC requirements Year 1-6 and edited)</p>	<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers, learning to wait their turn to speak begin to ask relevant questions to extend their understanding and knowledge begin to use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations 					
<p>Spelling (taught in discrete phonics or lessons as well as during English lessons)</p>	<ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught Review EYFS common exception words the days of the week naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<p><i>add prefixes and suffixes:</i></p> <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] 		<ul style="list-style-type: none"> Review or deepen understanding of previously taught spelling rules Spell all Year 1 common exception words 		

Paulton Infants Writing Curriculum Map (Cycle B) 2023-24

		<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	
Appendix 2 (Vocabulary , grammar and punctuation)	<p>Word</p> <ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] <p>Sentence</p> <ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and <p>Text</p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives <p>Punctuation</p> <ul style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I 			
Vocabulary	Please see working walls in class rooms for Topic related vocabulary, Key Text Vocabulary and Maths vocabulary at the start of each unit. These are referred to throughout the unit of work and links are made between units of work.			
Grammar	<ul style="list-style-type: none"> using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 			
Punctuation	<ul style="list-style-type: none"> leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<ul style="list-style-type: none"> Review or deepen understanding of previously taught punctuation 	
Composition	Planning	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it 		
	Drafting	<ul style="list-style-type: none"> sequencing sentences to form short narratives 		
	Editing	<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils 		
	Performing and Oracy	<ul style="list-style-type: none"> re-reading what they have written to check that it makes sense read aloud their writing clearly enough to be heard by their peers and the teacher. 		
Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark			
Handwriting	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly 			

Paulton Infants Writing Curriculum Map (Cycle B) 2023-24

	<ul style="list-style-type: none"> • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0–9 • Form letters and digits of the correct size and orientation • Separate words with spaces • begin to form lowercase letters in the correct direction, starting and finishing in the right place • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. • Consolidation of all previously taught skills • Developing handwriting skills moving from pre-cursive to cursive to neat joined handwriting when they are ready and able 		
<p>Year 2 Key skills taught in each term</p>	<p>Term 1 and 2</p>	<p>Term 3 and 4</p>	<p>Term 5 and 6</p>
<p>Spoken Language (NC requirements Year 1-6)</p>	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • develop the ability to ask relevant questions to extend their understanding and knowledge • develop the ability to use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • to develop the ability to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • to begin to gain, maintain and monitor the interest of the listener(s) 		
<p>Spelling (taught in discrete phonics or spelling lessons as well as during English lessons)</p>	<ul style="list-style-type: none"> • 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 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Review or deepen understanding of previously taught spelling rules • Spell all Year 2 common exception words
<p>Appendix 2 (Vocabulary , grammar and punctuation)</p>	<p>Word</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 		

Paulton Infants Writing Curriculum Map (Cycle B) 2023-24

		<p>Sentence</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <p>Text</p> <ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] <p>Punctuation</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>		
	Vocabulary	Please see working walls in class rooms for Topic related vocabulary, Key Text Vocabulary and Maths vocabulary at the start of each unit. These are referred to throughout the unit of work and links are made between units of work.		
	Grammar (taught in discrete phonics or spelling lessons as well as during English lessons)	<ul style="list-style-type: none"> • Sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 	<ul style="list-style-type: none"> • Review or deepen understanding of previously taught grammar skills
	Punctuation	<ul style="list-style-type: none"> • Full stops, capital letters, exclamation marks, question marks 	<ul style="list-style-type: none"> • commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> • Review or deepen understanding of previously taught punctuation
<p>Composition</p> <p>Develop positive attitudes towards and stamina for writing</p> <p>Write in a range of contexts:</p>	Planning	<p><i>consider what they are going to write before beginning by:</i></p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 		
	Drafting	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 		
	Editing	<p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • 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] 		

Paulton Infants Writing Curriculum Map (Cycle B) 2023-24

<p>-writing narratives about personal experiences and those of others (real and fictional) -writing about real events -writing poetry -writing for different purposes</p>	<p>Performing and Oracy</p>	<p><i>read aloud what they have written with appropriate intonation to make the meaning clear.</i></p> <p><i>Plus Year 1 skills:</i></p> <ul style="list-style-type: none"> • re-reading what they have written to check that it makes sense • read aloud their writing clearly enough to be heard by their peers and the teacher.
<p>Handwriting</p>	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • 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. • 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 un-joined • Consolidation of all previously taught skills • Developing handwriting skills moving from pre-cursive to cursive to neat joined handwriting when they are ready and able 	
<p>Terminology</p>	<p>Those taught and used in Year 1, plus: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>	