

**English Overview - Writing: Composition**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>English Genre Based Projects:</b> Stories with a familiar setting (Y1/2) Instructions/labels (Y2) Sense poems (Y1) Acrostic poems (Y2)	<b>English Genre Based Projects:</b> Poems - pattern (Y1/2) Recount (Y1/2) Narrative recount (Y1/2)	<b>English Genre Based Projects:</b> Information texts (Y1/2) Fantasy stories (Y1) Diary (Y2)	<b>English Genre Based Projects:</b> Traditional tales (Y1/2)	<b>English Genre Based Projects:</b> Cultural traditional tales (Y1/2) Non chronological reports (Y1/2)	<b>English Genre Based Projects:</b> Fantasy worlds (Y1/2) Diary extracts (Y1/2) Poems - rhyme (Y1/2)
<b>Y1 (S)</b>	write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> </ul> re-reading what they have written to check that it makes sense  discuss what they have written with the teacher or other pupils	write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> </ul> re-reading what they have written to check that it makes sense  discuss what they have written with the teacher or other pupils	write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> </ul> 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	write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> </ul> 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	write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> </ul> 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	write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> </ul> 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
<b>Y1</b>	develop positive attitude towards and stamina for writing by: <ul style="list-style-type: none"> <li>writing narratives about personal experiences and</li> </ul>	develop positive attitude towards and stamina for writing by: <ul style="list-style-type: none"> <li>writing about real events</li> <li>writing poetry</li> </ul>	develop positive attitude towards and stamina for writing by: <ul style="list-style-type: none"> <li>writing for different purposes</li> </ul>	develop positive attitude towards and stamina for writing by: <ul style="list-style-type: none"> <li>writing for different purposes</li> </ul>	develop positive attitude towards and stamina for writing by: <ul style="list-style-type: none"> <li>writing narratives about personal experiences and</li> </ul>	develop positive attitude towards and stamina for writing by: <ul style="list-style-type: none"> <li>writing narratives about personal experiences and</li> </ul>

	those of others (real and fictional)				those of others (real and fictional) • writing for different purposes	those of others (real and fictional) • writing poetry
<b>Y2</b>	<p>develop positive attitude towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>re-reading to check that their writing makes sense</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> </ul> <p>read aloud what they have written</p>	<p>develop positive attitude towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing about real events</li> <li>• writing poetry</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>re-reading to check that their writing makes sense</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> </ul> <p>read aloud what they have written</p>	<p>develop positive attitude towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing for different purposes</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> </ul>	<p>develop positive attitude towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing for different purposes</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>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</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their</li> </ul>	<p>develop positive attitude towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing for different purposes</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>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</p> <p>proof-reading to check for</p>	<p>develop positive attitude towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing poetry</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>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</p>

	<p>read aloud what they have written</p>		<p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>writing with the teacher and other pupils</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>errors in spelling, grammar and punctuation</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> </ul> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> </ul> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>
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