	English Overview - Writing: Composition					
Term	1 Term 2	Term 3	Term 4	Term 5	Term 6	
English Genre B Projects: Stories with a fo setting (Y1/2) Instructions/lab Sense poems (Y1 Acrostic poems	amiliar Poems - pattern (Y1/2) Recount (Y1/2) els (Y2) Narrative recount (Y1/2)	English Genre Based Projects: Information texts (Y1/2) Fantasy stories (Y1) Diary (Y2)	English Genre Based Projects: Traditional tales (Y1/2)	English Genre Based Projects: Cultural traditional tales (Y1/2) Non chronological reports (Y1/2)	English Genre Based Projects: Fantasy worlds (Y1/2) Diary extracts (Y1/2) Poems - rhyme (Y1/2)	
Y1 write sentences (S) saying o what th going to about • composi sentenc	by: ut loud ey are write write about e orally writing it they have they have write write before write that it write that it write w	form short narratives 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	 write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives 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 	 write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives 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 	 write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives 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 	
V1 develop positive	attitude develop positive attitude	heard by their peers and the teacher develop positive attitude	heard by their peers and the teacher develop positive attitude	teacher develop positive attitude	by their peers and the teacher develop positive attitude	
towards and star writing by: • writing about po	nina for writing by: narratives ersonal towards and stamina for writing by: • writing about rec events	towards and stamina for writing by:	towards and stamina for writing by: • writing for different	towards and stamina for writing by: • writing narratives about personal	towards and stamina for writing by: • writing narratives about personal	
	nces and • writing poetry	purposes	purposes	experiences and	exper	

	those of others (real and fictional)				those of others (real and fictional) • writing for different purposes	those of others (real and fictional) • writing poetry
¥2	develop positive attitude towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) consider what they are	develop positive attitude towards and stamina for writing by: • writing about real events • writing poetry consider what they are going to write before beginning by:	develop positive attitude towards and stamina for writing by: • writing for different purposes consider what they are going to write before	develop positive attitude towards and stamina for writing by: • writing for different purposes consider what they are going to write before	develop positive attitude towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing for different purposes	develop positive attitude towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing poetry
	 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 	 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 re-reading to check that their writing makes sense 	 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 re-reading to check that 	 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 	 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 	 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
	re-reading to check that their writing makes sense make simple additions, revisions and corrections to their own writing by: • evaluating their	make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other	their writing makes sense and that verbs to indicate time are used correctly make simple additions, revisions and corrections to their own writing by:	their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	sentence re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including	 encapsulating what they want to say, sentence by sentence re-reading to check that their writing makes sense
	writing with the teacher and other pupils	pupils read aloud what they have written	 evaluating their writing with the teacher and other pupils 	make simple additions, revisions and corrections to their own writing by: • evaluating their	verbs in the continuous form proof-reading to check for	and that verbs to indicate time are used correctly and consistently, including verbs in the continuous

read aloud what they have		writing with the	errors in spelling, grammar	form
written	read aloud what they	teacher and	and punctuation	
	have written with	other pupils		proof-reading to check
	appropriate intonatio	on to	make simple additions,	for errors in spelling,
	make the meaning cle	ear. read aloud what they	revisions and corrections to	grammar and punctuation
		have written with	their own writing by:	
		appropriate intonation to	 evaluating their 	make simple additions,
		make the meaning clear.	writing with the	revisions and corrections
			teacher and other	to their own writing by:
			pupils	 evaluating their
				writing with the
			read aloud what they have	teacher and other
			written with appropriate	pupils
			intonation to make the	
			meaning clear.	read aloud what they have
				written with appropriate
				intonation to make the
				meaning clear.