

Lewannick Primary - Writing Coverage – Cycle A

Autumn 1 (6 week term) Topic: Some like it hot some like it cold.	Autumn 2 (7 week term) Topic : Amazing Animals	Spring 1 (5 week term) Topic: Toys through Time	Spring 2 (6 week term) Topic: What a Wonderful World	Summer 1 (6 week term) Topic: Grow Great	Summer 2 (7 week term) Topic: Global Explorers
<p>Genre: Familiar setting</p> <p>Key skills/tools:</p> <ul style="list-style-type: none"> • Use capital letters • Use full stops • Understand a story has a beginning, middle and end • Verbally rehearse a sentence prior to writing • Write a simple sentence for a picture • Use capital letters and full stops • Use the past tense correctly • Understand and use a wider variety of co-ordinating conjunctions <p>TEXT: What the Ladybird Heard Outcome: Year 1 - Retell of story</p>	<p>Genre: Narrative – Character description</p> <p>Key skills/tools:</p> <ul style="list-style-type: none"> • Use an adjective to describe a noun • Use the past tense correctly • Write a simple sentence for a picture • Use expanded noun phrases to describe and specify • Correct use of exclamation marks <p>TEXT: The Three Little Wolves and the Big Bad Pig</p> <p>Outcome: Wanted Poster/Character description of Wolf or Pig Year 2 – create a character for an alternative story.</p>	<p>Genre: - Story</p> <p>Key skills/tools:</p> <ul style="list-style-type: none"> • Use capital letters for names of people, places, the days of the week and the pronoun ‘I’ • Learn to spell the days of the week • Begin to use and as a conjunction • Use expanded noun phrases to describe and specify • Use a variety of subordinating conjunctions <p>TEXT: The Teddy Robber</p> <p>Outcome: Diary entry Year 1 – from Tom’s perspective Year 2 – from Giant’s perspective</p>	<p>Genre: Narrative – Setting Description and Story</p> <p>Key skills/tools:</p> <ul style="list-style-type: none"> • Use some expanded noun phrases to describe and specify • Join word using ‘and’ • To begin to use an exclamation mark • Use commas for a list • Use apostrophes for possession <p>TEXT: Lila and the Secret of Rain</p> <p>Outcome: Story: Yr 1 retell Yr 2 innovated story – new setting</p>	<p>Genre: Story (3 weeks)</p> <p>Key skills/tools:</p> <ul style="list-style-type: none"> • Join clauses using ‘and’ (co-ordination) • Use some expanded noun phrases to describe and specify • Use suffixes –ing, -ed, -er where no change is needed to the root word • Use co-ordinating conjunctions • Use expanded noun phrases to describe and specify <p>TEXT: The Shopping Basket – John Burningham</p> <p>Outcome: Year 1 retell using plan in the form of a story map/zipzag book</p>	<p>Genre: Story from another culture</p> <p>Key skills/tools:</p> <ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to punctuate sentences • Use some expanded noun phrases to describe and specify • Use expanded noun phrases to describe and specify • Consistently use all taught punctuation <p>TEXT: The Proudest Blue</p> <p>Outcome: letter</p>

Year 2 – Innovated story (1 change)				Year 2 innovated story – change animal and food	
Genre: Narrative – Setting description	Genre: Narrative Outcome: Letter from pig to wolves or wolves to pig	Genre: Story Outcome: All children to write an alternative story – Year 1 – change the toy that is taken Year 2 change the toy and the giant character	Genre: Setting description Outcome : write a setting description of the village	Genre: Email Outcome: Write an email to one of the animals in the story	
Genre: Non-Fiction - Non Chronological report (2 weeks) Key skills/tools: <ul style="list-style-type: none"> • Writing sentences with CL, FS and FSp • Write in the present tense • Use phonics to spell CVCC and CCVC words • Write sentences with different forms: statement, question, exclamation, • Use co-ordinating conjunctions 	Genre: Instructions Key skills/tools: <ul style="list-style-type: none"> • Begin to use some expanded noun phrases to describe • Use the present tense correctly • Verbally rehearse sentence prior to writing • Use expanded noun phrases to describe and specify • Use the present tense correctly 	Genre: Non-fiction – recount of visit to Charlie Bears Key skills/tools: <ul style="list-style-type: none"> • To write short sequences (using picture prompts where necessary) mostly independently • Learn to spell CEW • Use adverbs • Begin to use commas in a list TEXT: recount Outcome: Children write a recount of their visit	Genre: Fact file Key skills/tools: <ul style="list-style-type: none"> • Use capital letters for names of people, places, the days of the week and the pronoun ‘I’ • Join clauses using ‘and’ (co-ordination) • Use adverbs • Use subordinating conjunctions TEXT: Factfiles Outcome:	Genre: Instructions Key skills/tools: <ul style="list-style-type: none"> • Join clauses using ‘and’ (co-ordination) • Use capital letters, full stops, exclamation marks to punctuate sentences • Use subordinating conjunctions • Use imperative verbs • Use commas in a list 	Genre: Key skills/tools: <ul style="list-style-type: none"> • Use the past tense correctly • Begin to use question marks • Use a variety of co-ordinating and subordinating conjunctions • Begin to proof read for spelling and punctuation errors TEXT: Chronological report Outcome: Chronological report about a different

<p>TEXT: NCR about animals Outcome: A simple Non Chron report of types of animals eg Carnivores, omnivores and herbivores (science link)</p>	<ul style="list-style-type: none"> Re-read the work to make sure it makes sense <p>TEXT:</p> <p>Outcome: Instructions to make moving animal (DT link)</p>		<p>Children write a factfile about materials they have learnt about in science (Science link)</p>	<p>TEXT: Different instructions</p> <p>Outcome: Write a set of instructions for making wrap (DT link)</p>	<p>explorer discussed in Geography (Geography link)</p>
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Each literacy fiction and non - fiction learning journey should have three taught skills/ tools selected from the Duchy Academy Trust writing curriculum vocabulary, grammar and Punctuation objectives. Key skills/ tools listed are suggested to ensure coverage across the year but can be changed as a result of assessment for learning. The third skill should be selected based upon knowledge of cohorts next steps.