



KS1

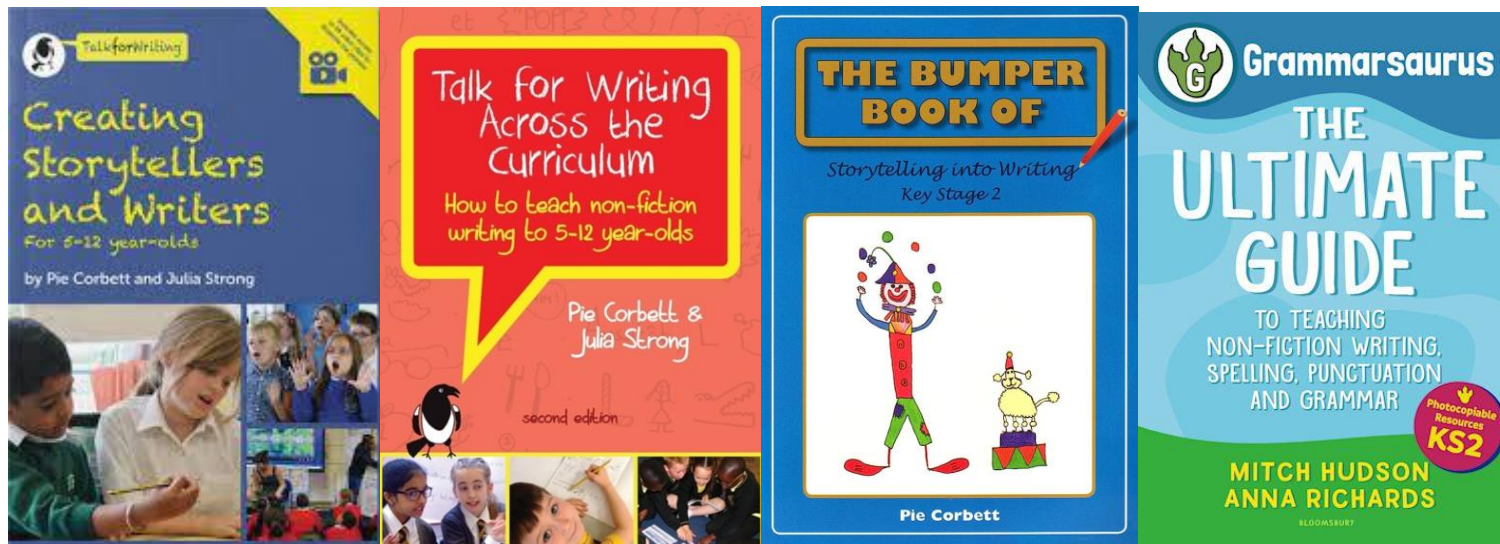
English Curriculum

Last Updated July 2024

National Curriculum and Toolkits

For each piece of writing there will be Pie Corbett's toolkits and the National Curriculum statements that are needed to be covered. It is essential that the National Curriculum statements take priority to ensure full coverage of the curriculum. The statements may be covered more than once through the year as they may be looked at in different depths depending on the type of writing e.g. for persuasive leaflets we might focus on informal and formal language but for newspapers we would focus specifically on how formality changes with speech. The statements are taken from different parts of the National Curriculum: Programme of Study and Appendix 2, therefore may seem repetitive in places.

Useful books for Planning



Use of Books and Model Texts

The texts/extracts may be added to throughout the year depending on the ability of children and may be different per class. The model texts for the fiction units may be edited to include specific targets/issues highlighted from the cold write.

The focus for each story is from the "6 key story features" from Pie's Creating Storytellers and Writers Book. There may be additional focuses as well as this that you noticed children needed from the cold write, these can be taught through grammar games and short burst writing opportunities.

The model texts for the non-fiction units may be written by the class teacher using the same context as the cold write so children have a familiar context and aren't having to digest more information/learn about something else. These also need to include any targets that have arisen from cold writes as well as the features/toolkit of the type of text.

English National Curriculum Coverage and Progression KS1

The English National Curriculum has been split in to three parts: Vocabulary, Grammar and Punctuation; Composition; and Transcription.

Vocabulary, Grammar and Punctuation

When planning a unit of work, these objectives should be the priority of what to teach and cover. Followed by the techniques included in Pie Corbett's toolkits. These objectives must be covered in the assigned units to ensure full coverage of the National Curriculum.

Appendix 2 of the National Curriculum is split in to Year 3 and Year 4 whilst the main body of the National Curriculum is Lower Key Stage 2.

Composition

This has been split up in to three progressive stages to support planning for a good level of progression in your class and help you know what to focus on first. They are also split in to: Planning; Drafting and Writing; and Editing.

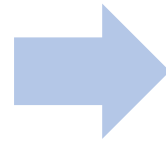
These objectives should support in you in knowing the expectations of children during each stage of their writing and how to move the children on when they are ready.

Transcription

This covers the spelling objectives that are all taught within our RWInc Spelling Programme and handwriting expectations. These handwriting expectations again have been split in to 3 progressive stages to support planning and modelling. These objectives should be covered in both English writing lessons and handwriting lesson.

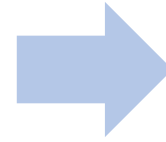
Hook
Optional

To engage the children in the learning journey this may link to the genre or writing or the book/model text. It must benefit the learning process.



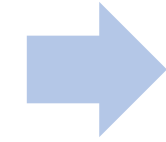
Cold Write
Optional

To assess skills that children already know. For fictional writing, you are assessing the focus (e.g. suspense) so children may just write a paragraph to build suspense using a stimulus. It may be that the cold write is designed as a 'Diagnostic task' to assess punctuation and grammar skills (see Grammarsaurus unit guides for ideas).



Text Map
Optional

Learn the text map to give the opportunity for children to internalize the structure of the text.



Read as a Reader

This may be activities linked to the model text and/or the book. The activities must give the children an opportunity to develop their understanding of the text. For example: ERIC; Never heard the word grid; Likes, dislikes, puzzles and patterns; or Drama.

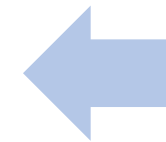


KS1 and KS2 Writing Teaching Sequence

Read as a Writer

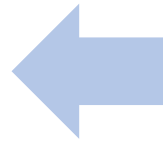
Teach the key skills that are the focus for this learning journey using the book/ model text to support.

Annotate the features of the text type (for non-fiction).

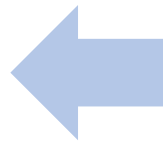


Warm Write
Optional

This is an opportunity for children to apply the skills that have been taught. The warm write may can be a variety of activities edit and improve a 'bad' example; write a paragraph that shows ___ (like in the cold write); or write a full text after doing some planning and shared writing.



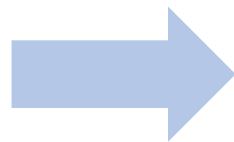
Hot Write
Planning for the first draft



Hot Write
Write the first draft



Hot Write
Edit and improve the first draft (or a part of it depending on the age/ability of the children).



Publishing
For at least two pieces per term

The *optional* elements of the teaching sequence have been identified to ensure that all of the teaching in the unit stays **purposeful** and **meets the needs of the class**. We recognise that not all classes will require the same parts of the sequence as another class in the same year group and therefore need flexibility to ensure all learners make good progress.

English Curriculum

Year 1

Two Year Cycle

Muck, Mess and Mixtures	Muck, Mess and Mixtures	Street Detectives	Near and far	Enchanted Woodland	Land Ahoy
Oracy unit Phase 3 – Lists, captions and labels. Focus on transcription Julia Donaldson	PVPG Year 1 Non-fiction – instructions on how to make a healthy pizza	Fiction - Our Tower <i>Change the ending</i> Non-fiction - recount	Fiction - Meerkat Mail <i>Setting description (post card)</i> Non-fiction – information text on Kenya	Fiction - Little Red Riding Hood <i>Write a 5-part story</i> Non-fiction – Instructions on how to grow a plant	The Night Pirates <i>Write a journey story</i>
				Poetry:	Poetry:
Bright Lights, Big City	Paws, Claws and Whiskers	Superheroes	Superheroes	The Scented Garden	Dinosaurs
Oracy unit Phase 3 – Lists, captions and labels. Focus on transcription Julia Donaldson	PVPG Year 1	Fiction -Traction Man <i>Character description</i> Non-Fiction – Recount of trip	Non-fiction – instructions on how to make a puppet	Fiction -Jack and the Beanstalk <i>Write a 5-part story</i> Non-fiction – non chronological report about weather/seasons/plants	Dear Dinosaur <i>Write a letter</i>
	Poetry: Animal poems		Poetry -	Poetry: How does a dinosaur say good night?	

English Curriculum

Year 2

Two Year Cycle

Muck, Mess and Mixtures	Muck, Mess and Mixtures	Street Detectives	Near and far	Enchanted Woodland	Land Ahoy
PVPG Explanation text How can humans stay healthy?	Fiction - The Day the Crayons Quit <i>Write a letter in role of a crayon/as Duncan</i> Non-Fiction Non-chronological report about FN/MS	Fiction – Our Tower <i>Change the ending</i>	Fiction – Meerkat Mail <i>To write a setting description</i> Non-Fiction – information text about Kenya	Fiction - The Tin Forest <i>Write own version of the story</i> Non-Fiction -Instructions on grow to grow a plant	Fiction – The Night Pirates <i>Write a character description</i> <i>Write a journey story</i>
		Non-Fiction – Recount			Poetry -
Bright Lights, Big City	Paws, Claws and Whiskers	Superheroes	Superheroes	The Scented Garden	Dinosaurs
PVPG	Fiction - The Tiger Who Came to Tea <i>Change the ending</i>	Fiction - Traction Man <i>Character description</i> Non-Fiction – How to keep healthy	Non-Fiction – instructions on how to make a puppet	Fiction -Jack and the Beanstalk <i>Write own version of the story</i> Non-fiction – instructions on how to make a fruit salad	Fiction -Dear Dinosaur <i>Write a letter to a dinosaur</i> Non-fiction – Explanation text on why we should remember Mary Anning
	Poetry - Animal poems				

Year 1 Cycle A

Autumn 1 and 2

Muck, Mess and Mixtures



Oracy

National Curriculum Coverage Vocabulary, Grammar and Punctuation: Taken from the DDaT writing curriculum

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction starting and finishing in the right place
- Beginning to form capital letters in the correct direction starting and finishing in the right place.
- Segmenting words into graphemes and syllables.
- Spelling words phonetically.
- Spell HFW,
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Revise capital letters and full stops.
- Use finger spaces between words.
- Use capital letters for the personal pronoun I.

PVPG

Noun focus Common nouns	Noun focus Proper nouns	Noun focus Common or proper noun?	Nouns review	Nouns review
Verb focus Being verbs	Verb focus Being verbs	Verb focus Regular action verbs	Verb focus Irregular action verbs	Verb focus Action verb or being verb?
Verbs review	Subject focus What is a subject?	Subject/verb focus Stage 1: Building single-clause sentences	Subject/verb focus (pronoun focus) Stage 1: Building single-clause sentences	Subject/verb focus Stage 2: Building single-clause sentences
Subject/verb focus Stage 2: Building single-clause sentences	Subject/verb focus (pronoun focus) Stage 2: Building single-clause sentences	Subject/verb focus Application	Subject/verb focus Application	Subject/verb focus (pronoun focus) Application

Spring 1 Street Detectives



Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation: Taken from the DDaT writing curriculum

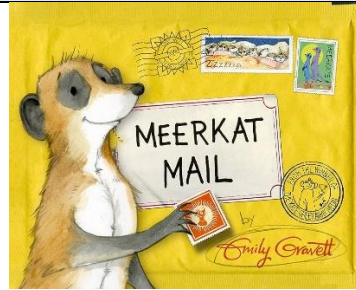
- Use the spelling rule for adding -s or -es for plurals.
- Use suffix -ing
- Use suffix -er and -est.
- Applies taught spelling rules as listed in English Appendix 1.
- Refer to current SSP.
- Spell CEW.
- Write from memory simple sentences dictated by the teacher that include words using the suffixes -s, -es and -ing.
- Join words and joining clauses using and (links to direct instruction).
- Use capital letters for names.
- Use nouns, singular and plural
- Orally, use 'and' to join words and clauses
- Identify nouns and verbs
- write sentences by:
 - 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.

Non-Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Spring 2 Near and Far



Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation: Taken from the DDaT writing curriculum

- Use the spelling rule for adding -s or -es for plurals.
- Use suffix -ing/-ed
- Use suffix -er and -est.
- Applies taught spelling rules as listed in English Appendix 1.
- Refer to current SSP.
- Spell CEW.
- Write from memory simple sentences dictated by the teacher that include words using the suffixes -s, -es and -ing.
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Non-Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Summer 1 Enchanted Woodland

Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

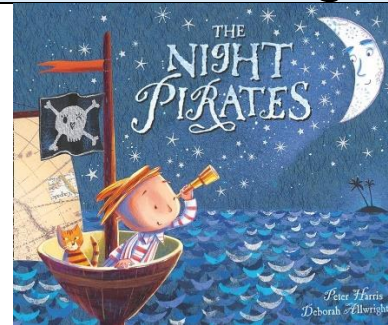
- Use letter names to distinguish between alternative spellings of the same sound.
- Use the prefix un.
- Write from memory simple sentences dictated by the teacher that include words containing alternative spellings of the same sound.
- Include subordinating co-ordinating conjunctions.
- Introduce questions marks and exclamation marks.
- Reinforce suffixes and prefixes taught previously
- Use 'and' to join words and clauses in written pieces.
- Introduce adjectives
- Begin to use the correct choice of tense
- write sentences by:
 - 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

Non-Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

- *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition*

Summer 2 Land Ahoy!



Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

- Use letter names to distinguish between alternative spellings of the same sound.
- Use the prefix un.
- Write from memory simple sentences dictated by the teacher that include words containing alternative spellings of the same sound.
- Include subordinating co-ordinating conjunctions.
- Introduce questions marks and exclamation marks.
- Reinforce suffixes and prefixes taught previously
- Use 'and' to join words and clauses in written pieces.
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Non-Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

- *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition*

Year 2 Cycle A

Autumn 1 and 2
Muck, Mess and Mixtures



Year 2 PVPG

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

- Use capital letters and full stops to demarcate sentences
-

Noun focus Common nouns	Noun focus Proper nouns	Noun focus Common or proper noun?	Nouns review	Verb focus Being verbs
Verb focus Regular action verbs	Verb focus Action verb or being verb?	Verb focus Irregular action verbs & verb phrases	Verbs review	Subject focus What is a subject?
Subject/verb focus Stage 1: Building single-clause sentences	Subject/verb focus (pronoun focus) Stage 1: Building single-clause sentences	Subject/verb focus Stage 2: Building single-clause sentences	Subject/verb focus (pronoun focus) Stage 2: Building single-clause sentences	Subject/verb focus Stage 3: Building single-clause sentences
Subject/verb focus (pronoun focus) Stage 3: Building single-clause sentences	Subject/verb focus Application	Subject/verb focus (pronoun focus) Application	Subject/verb focus Co-ordinating conjunctions to join clauses	Subject/verb focus Co-ordinating conjunctions to join clauses and compound subjects

Non-Fiction

Explanation text – How can humans stay healthy?

Spring 1 Street Detectives



Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

Learn to spell common exception words

To use the suffix -er

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Use capital letters and full stops to demarcate sentences

Use question marks to demarcate sentences.

Use exclamation marks to demarcate sentences.

Use co-ordination (and, or, but)

Use expanded noun phrases to describe and specify

Use statements and questions

Use the past tense correctly and consistently

Focus on the past tense using a narrative and a real event

Non-Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

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Spring 2 Near and Far



Fiction

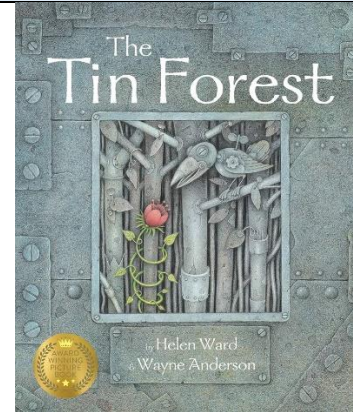
National Curriculum Coverage Vocabulary, Grammar and Punctuation:

Non-Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Summer 1 Enchanted Woodland



Fiction

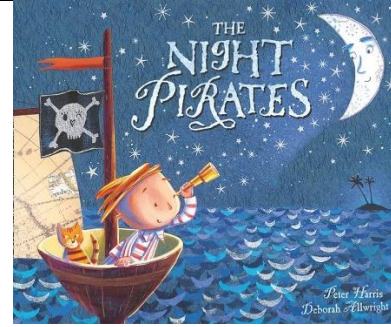
National Curriculum Coverage Vocabulary, Grammar and Punctuation:

Non-Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

- *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition*

Summer 2 Land Ahoy!



Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

Non-Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Year 1 Cycle B

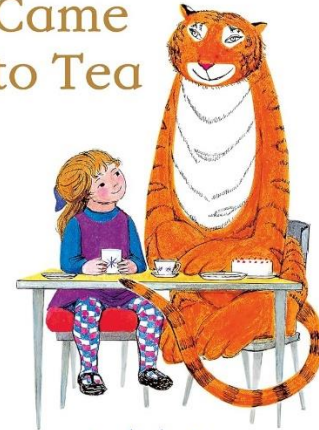
Autumn 1
Bright lights, Big City

Oracy

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

Autumn 2
Paws, Claws and Whiskers

The Tiger Who
Came
to Tea



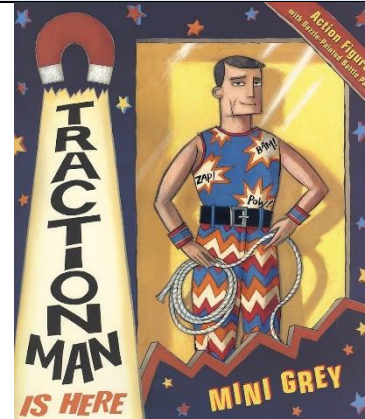
Judith Kerr

PVPG

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

Spring 1 + 2 Superheroes

p



Fiction

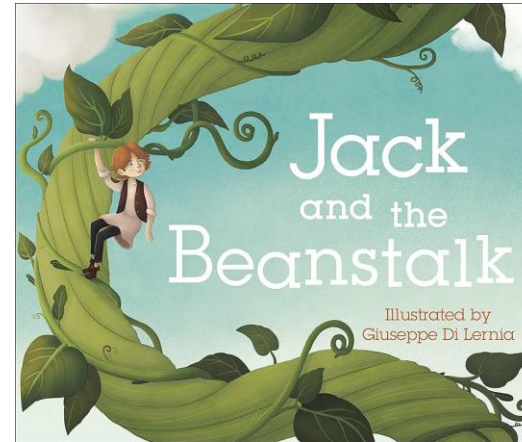
National Curriculum Coverage Vocabulary, Grammar and Punctuation:

Non-Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Summer 1 The Scented Garden



Fiction

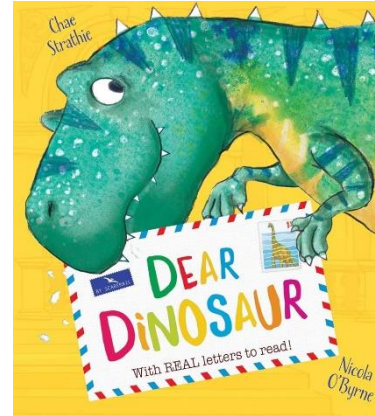
National Curriculum Coverage Vocabulary, Grammar and Punctuation:

Non-Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Summer 2 Dinosaurs



Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

Non-Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

- *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition*

Year 2 Cycle B

Autumn 1
Bright lights, Big City

Year 2 PVPG

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

Autumn 2
Paws, Claws and Whiskers

The Tiger Who
Came
to Tea



Judith Kerr

Fiction

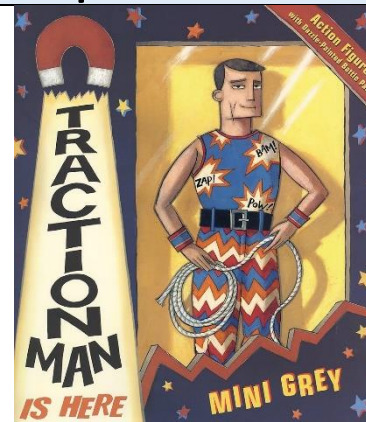
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Spring 1 + 2 Superheroes



Fiction

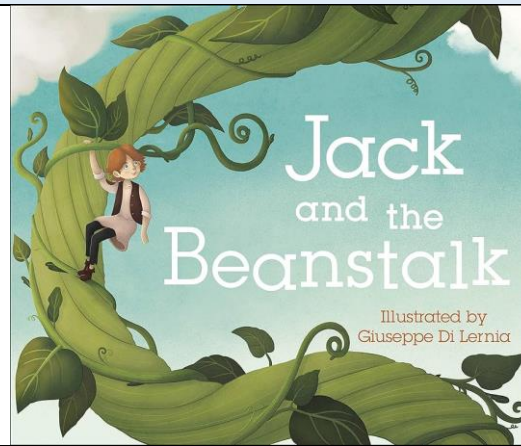
National Curriculum Coverage Vocabulary, Grammar and Punctuation:

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National Curriculum Coverage Vocabulary, Grammar and Punctuation:

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Summer 1
The Scented Garden



Fiction

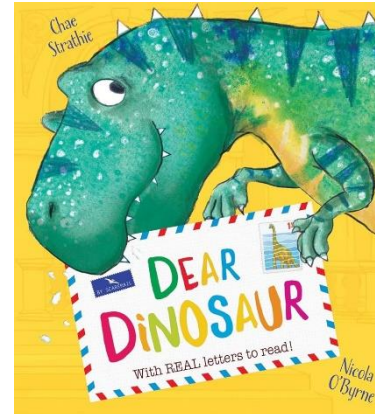
National Curriculum Coverage Vocabulary, Grammar and Punctuation:

Non-Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

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Summer 2 Dinosaurs



Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

Non-Fiction

National Curriculum Coverage Vocabulary, Grammar and Punctuation:

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