



St Anne Line Writing Curriculum Long Term Map

Love

Learn

Pray

English Lessons

	Reception	Year 1	Year 2
English lessons	<p>Adult-led literacy activities explicitly teach transcription skills and provide children with opportunities to practice them, supporting the development of fluent and confident writing. These activities are designed to reduce cognitive load, allowing children to focus on strengthening their writing skills, while also supporting the development of children's oracy through oral composition and a deliberate focus on introducing and reinforcing new vocabulary.</p> <p>In the Early Years, we lay strong foundations for children to become confident, motivated writers. Through a language-rich environment, children develop the fine motor skills, vocabulary, and understanding needed to express their ideas. Writing opportunities are woven throughout play and meaningful experiences — from mark-making in the outdoor area to writing labels, lists, and simple sentences linked to stories and interests. Skilled adults model oral composition, correct letter formation, and encourage children to hear and record sounds in words. As a result, children see themselves as writers, develop stamina and fluency, and are well prepared for the writing expectations of Key Stage 1.</p> <p>English writing activities are also planned using a theme or book focus to hook and engage the children.</p> <p>Red words are explicitly taught from Spring Term, as well as a separate 10 minute handwriting session early on in Reception.</p>	<p>Jonathan Bond Year 1 units will be followed in English lessons which take place 4-5 times each week for 45 minutes to one hour. These are carefully mapped and adapted in line with our pedagogy.</p>	<p>Jonathan Bond Year 2 units will be followed in English lessons which take place 4-5 times each week for 45 minutes to one hour. These are carefully mapped and adapted in line with our pedagogy.</p>

Reception					
Autumn Term		Spring Term		Summer Term	
<p>Class Texts (Autumn 1): Ruby's Worry, Goldilocks and the Three Bears, Gingerbread Man, Little Red Hen, Rosie's Walk</p> <p>Class Texts (Autumn 2): The Quiet Little Firework, Leaf Man, Little Acorn, The Christmas Pine, Stick Man, the Christmasaurus, The Nativity Story</p>		<p>Class Texts (Spring 1): Jack Frost, Superpotato, Superworm, Super Daisy, Zog, Mr Wolf's Pancakes and a collection of non-fiction 'People who help us'</p> <p>Class Texts (Spring 2): Tiger Who Came to Tea, We Are Going on a Bear Hunt, Whatever Next, Elmer, A Very Happy Easter</p>		<p>Class Texts (Summer 1): Jack and the Beanstalk, Twitch, The Very Hungry caterpillar, Oliver's Vegetables, The Tiny Seed, Omar the Bees and Me</p> <p>Class Texts (Summer 2): What the Ladybird Heard, The Lion on the Bus, Farmyard Hullabaloo, Handa's Surprise, Animal Boogie, Sharing a Shell, Somebody Swallowed Stanley</p>	
Autumn 1	Autumn 2	Spring 1 ☰ Reception Spring ...	Spring 2	Summer 1	Summer 2
<p>Focus</p> <p><i>Mark-making and early fine motor control</i></p> <p>Handwriting Progression</p> <ul style="list-style-type: none"> • Develop fine and gross motor strength through play (threading, cutting, climbing, dough disco). • Begin to use a tripod grip. • Experiment with mark-making using a range of tools (chalks, crayons, pencils, paintbrushes). <p>Writing Progression</p> <ul style="list-style-type: none"> • Explore making marks for meaning (e.g. pretending to write lists, cards, names). • Begin to hear initial sounds in words. • Begin to understand that writing carries meaning. 	<p>Focus</p> <p><i>Letter formation and early sound-symbol correspondence. Oral composition.</i></p> <p>Handwriting Progression</p> <ul style="list-style-type: none"> • Learn correct letter formation for lowercase letters using RWI formation phrases. • Practise writing letters in sand, paint, and on whiteboards (in provision). • Reinforce correct pencil grip and posture. • Show preference for a dominant hand. <p>Writing Progression</p> <ul style="list-style-type: none"> • Use transcription skills to write dictated CVC words. • Use collections of GPC's to represent 'writing'. • Orally compose short sentences or phrases. • Develop confidence in hearing and recording sounds. • Develop confidence in 	<p>Focus</p> <p><i>Developing control and stamina. Simple sentences. Red words</i></p> <p>Handwriting Progression</p> <ul style="list-style-type: none"> • Continue practising letter formation, ensuring size consistency and orientation. • Begin to use lines to guide writing. • Write their own name with correct letter formation. <p>Writing Progression</p> <ul style="list-style-type: none"> • Secure CVC spellings using phonics knowledge. • Write dictated short sentences using known phonemes. • Use colourful semantics as a support tool for sentence composition. • Begin to use finger spaces and full stops. • Write for different purposes (cards, lists, instructions) in 	<p>Focus</p> <p><i>Building confidence and fluency. Transferring oral composition to written form. Red words</i></p> <p>Handwriting Progression</p> <ul style="list-style-type: none"> • Refine letter size and spacing between words. • Practise writing letters on lines and maintaining consistent sizing. • Secure formation of most lowercase letters. <p>Writing Progression</p> <ul style="list-style-type: none"> • Use taught red words to support sentence structure. • Begin to expand their oral composition with tier 2 vocabulary. • Develop speed and fluency in writing dictated short sentences. 	<p>Focus</p> <p><i>Applying skills across the curriculum. Building independence. Red words</i></p> <p>Handwriting Progression</p> <ul style="list-style-type: none"> • Secure lower-case letter formation. • Develop smooth, efficient movements when writing.. • Introduce capital letters and correct orientation. <p>Writing Progression</p> <ul style="list-style-type: none"> • Attempt to write simple sentences orally rehearsed first. • Write for a range of real purposes (stories, recounts, invitations). • Develop their confidence with independently writing short sentences 	<p>Focus</p> <p><i>Fluency, stamina, and readiness for Year 1. Red words</i></p> <p>Handwriting Progression</p> <ul style="list-style-type: none"> • Form all lowercase and most capital letters correctly. • Write on the line with consistent spacing. • Show increased speed and fluency. Children form numerals 0 to 9 with developing confidence <p>Writing Progression</p> <ul style="list-style-type: none"> • Independently write short sentences and phrases. • Use full stops, finger spaces, and capital letters consistently. • Compose and edit simple sentences. • Show pride and ownership of written work. • Re-read writing to check it makes sense. • Use simple conjunctions (and).

<ul style="list-style-type: none">• Oral Language and talk building	transcription skills.	provision.			
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Autumn 1 Class Text: The Magic Finger	Autumn 2 Class Text: Gorilla	Spring 1 Class text: The Lighthouse Keepers Lunch	Spring 2 Class Text: The BFG	Summer 1 Class Text: James and the Giant Peach	Summer 2 Class Text: Selection of Fairytales
Autumn Term W Year 1 Autumn Term.docx		Spring Term W Year 1 Spring Term.docx		Summer Term W Year 1 Summer Term.docx	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
4 Picture Story Writing weekly Focusing on: *Building fluency 4 Weeks - 20 Sessions	Unit 3: Four part solving a problem story (6 sessions)	Unit 8: Longer solving a problem story (5 sessions)	Unit 13: Longer solving a problem story (5 sessions)	Unit 18: How to write a voyage and return story (7 sessions) Linked to geography	Unit 21: How to write a fact file (7 sessions) Linked to art
	Unit 4: Four part Recount (6 sessions) Linked to RE	Unit 9: Longer recount (5 sessions)	Unit 14: Longer solving a problem story (5 sessions)	Unit 19: How to write to an author (7 sessions)	Unit 23: How to write a fairy tale (9 sessions) Linked to history
	Unit 6: Four part non-chronological report (6 sessions) Linked to science	Unit 10: Longer diary story (5 sessions) Linked to science	Unit 15: Longer solving a problem story (5 sessions)	Unit 20: How to write a story - traditional tales (7 sessions)	Unit 22: How to write about an event (6 sessions) Linked to PE
Unit 1: Four part solving a problem story (6 sessions)	Unit 7: Longer solving a problem story (5 sessions)	Unit 11: Longer solving a problem story (5 sessions)	Unit 16: Longer Non-chronological report (5 sessions) Linked to history (Great Fire of London)		
Unit 2: Four part solving a problem story (6 sessions)		Unit 12: Longer Instructions (5 sessions) Linked to DT	Unit 17: How to write instructions (7 sessions)		

Year 2

Autumn 1 Class Text: The Twits	Autumn 2 Class Text: George's Marvellous Medicine	Spring 1 Class text: The Owl who was afraid of the dark	Spring 2 Class Text: Sea Saw by Tom Percival	Summer 1 Class Text: Mae Jemison, The Fabulous Flyer by Terry Deary	Summer 2 Class Text: Peter Rabbit and Fantastic Mr Fox
First Week Back Recount of Summer Holidays (assessment) Four Part Stories (4 sessions)	Unit 2: How to use different sentences in my stories (10 sessions) The Tunnel - A Brown Link to Geography - Southend	Unit 14: How to make writing lively and interesting for the reader (10 sessions) Link to Panto Trip	Unit 11: How to choose the best vocabulary in a poem (5 sessions) Paired writing	Unit 16: How to write a diary (10 sessions) Link to flight Historical significant figure	Descriptive Writing How to write a setting and character description (10 sessions) Fantastic Mr Fox
Unit 3: How to write a poem (4 sessions) First signs of Autumn poem	Unit 4: How to write an Instruction booklet (10 sessions) Links to DT and class book	Unit 12: How to write a fear story (10 sessions) Class book The Owl Who was Afraid of the Dark	Unit 8: How to write a losing story (10 sessions) Class book - See Saw	Unit 10: How to persuade a reader (10 sessions) Poster persuading pupils to come to St Anne Line Infant School	Unit 18: How to add detail to poems (6 sessions) Spine Poems Link to PSHE/Transition poems
Unit 1: How to write a non-chronological report (10 sessions) Link to animals - science	Unit 6: How to write an acrostic (4 sessions) Link to Christmas/Winter	Unit 9: How to write shape poems (5 sessions) Titanic	Unit 5 How to write a diary story (10 sessions) Link to RE/Lent	Descriptive Writing How to write a setting and character description (10 sessions) Peter Rabbit	Unit 15; Unit 13: How to write a leaflet (11 sessions) Link to Geography - continents and oceans
Unit 7: How to write a recount (10 sessions) Link to Geography - Trip to Southend					


Writing

WTS Working towards **(Below)**

EXS At Age Related Expectations (Just At or Securely At)

GD Greater Depth

All objectives derived from the National Curriculum or the Statutory Framework for the Early Years Foundation Stage are typed in **black**. Additional objectives are typed in **purple**. Objectives which directly contribute towards the Early Learning Goals are in **green** or the statements in the Teacher Assessment Frameworks appear in **bold**. Be aware that the Teacher Assessment Frameworks refer to key stages not Y2 and Y6. Therefore these objectives will be found scattered across year groups. Key Objectives are underlined. These are the most important objectives in each year group. They must be mastered in the year group in which they appear.

	EYFS	Year 1	Year 2
Planning	<p>Say out loud what they are going to write</p> <p>Begin to use the process of think, say, write, check</p>	<p>Use ideas from their reading in their writing</p> <p>Say out loud what they are going to write</p> <p>Use the sentence by sentence process of think, say, write, check</p> <p>Plan a 4 sentence story</p> <p>Plan a simple story (beyond 4 sentences)</p>	<p>Plan a narrative text</p> <p>Plan non-narrative text types</p> <p>Include new vocabulary in planning</p> <p>Use underlying structures from reading (picture books or short stories) to aid planning</p> <p><u>Use planning to give structure to their writing</u></p> <p>Embed the sentence by sentence process of think, say, write, check</p>
<p>Composing</p> <p>Sentence Level Progression:</p> <p> Sentenc...</p>	<p>Begin to use the process of think, say, write, check</p> <p>Be confident and keen to write</p> <p>Write for a range of real and imagined purposes</p> <p>Compose a sentence orally before writing it</p> <p>Write a short sequence of sentences, sometimes for a real purpose and audience</p> <p><u>Write simple phrases and sentences that can be read by others (ELG)</u></p> <p>Use some new vocabulary in their sentences</p>	<p>Use the sentence by sentence process of think, say, write, check</p> <p>Use ideas from their reading in their writing</p> <p>Write a sequence of sentences</p> <p><u>Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience</u></p> <p>Use the key narrative and non-narrative writing skills of telling, informing, recounting and instructing</p> <p>Improve their writing style by adding new techniques to their repertoire</p> <p>Improve their writing by using some new vocabulary</p>	<p>Embed the sentence by sentence process of think, say, write, check</p> <p>Write about personal experiences and real events (EXS KS1)</p> <p>Write a coherent story for an (often real) audience (EXS KS1)</p> <p>Write non-narrative text types for a clear purpose and a specific (often real) audience</p> <p>Write a poem based on a given structure</p> <p>Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing (GD KS1)</p> <p>Use the key narrative writing skills of telling and description</p> <p>Use the key non-narrative writing skills of informing, recounting, instructing and persuading</p> <p><u>Ensure that there is a clear structure to their writing</u></p> <p><u>Develop an idea over several sentences</u></p> <p><u>Use adventurous vocabulary</u></p> <p><u>Add detail to writing when it is necessary</u></p> <p>Make their writing lively and interesting for the reader</p> <p>Link ideas to make writing flow e.g. last time, also, after, then, soon, at last, and another thing...</p> <p>Build writing stamina through writing longer pieces</p> <p>Re-read writing for sense</p> <p>Improve their writing style by adding new techniques to their repertoire</p>

			Improve their writing by using new vocabulary
Evaluating	<p>Begin to use the process of think, say, write, check</p> <p>Re-read what they have written to an adult</p>	<p>Use the sentence by sentence process of think, say, write, check</p> <p>Re-read what they have written to themselves, in order to check that it makes sense</p> <p>Talk about their writing</p> <p>Read aloud their writing clearly (link with Spoken Language)</p>	<p>Embed the sentence by sentence process of think, say, write, check</p> <p>Re-read writing for sense</p> <p>Ensure that there is a clear structure in their writing</p> <p>Check writing for consistent use of tense</p> <p>Evaluate their writing with others and by themselves</p> <p>Use expression when reading aloud their writing</p> <p>Edit their work by making simple additions and revisions (GD KS1)</p> <p>Proofread their work for spelling, grammar and punctuation errors (GD KS1)</p>
Grammar	<p><u>Leave spaces between words (WTS KS1)</u></p>	<p>Use correct grammatical terminology when discussing their writing</p> <p><u>Leave spaces between words (WTS KS1)</u></p> <p>Join words with 'and' within sentences</p> <p><u>Join sentences with 'and' (EXS KS1)</u></p> <p>Recognise and know the purpose of nouns</p> <p>Recognise and know the purpose of verbs</p> <p>Form singular and plural nouns (link with spelling)</p> <p>Change the meaning of words by adding un- (link with spelling)</p> <p>Form new nouns by compounding e.g. whiteboard (link with spelling)</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions</p> <p><u>Draw on their reading to inform the grammar and vocabulary of their writing (GD KS1)</u></p> <p>Recognise and write statements</p> <p>Recognise and write questions</p> <p>Recognise and write exclamations</p> <p>Recognise and write commands</p> <p><u>Join sentences with 'or' and 'but' (EXS KS1)</u></p> <p><u>Use 'when', 'if', 'that' and 'because' to extend sentences (EXS KS1)</u></p> <p>Avoid using 'and', 'but' or 'so' after a full stop</p> <p><u>Write and use expanded noun phrases</u></p> <p>Form nouns by using suffixes such as -ness and -er.</p> <p>Use precise and appropriate verbs when writing</p> <p><u>Write consistently in 'past' or 'present' tense (EXS KS1)</u></p> <p>Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing</p> <p>Recognise and know the purpose of adjectives</p> <p>Form adjectives using -ful, -er, -est and -less (link with spelling)</p> <p>Recognise and know the purpose of -ly adverbs</p> <p>Form and use adverbs by adding -ly to adjectives</p> <p>Learn to use some features of written standard English</p>
Punctuation	<p>Use a capital letter to begin a sentence</p> <p>Use a full stop to end a sentence</p> <p><u>Demarcate some sentences with capital letters and full stops (WTS KS1)</u></p>	<p>Use correct grammatical terminology when discussing their writing</p> <p><u>Use full stops and capitals throughout a piece of writing (EXS KS1, WTS KS2)</u></p> <p>Use capital letters for people, places, days of the week and 'I'</p> <p>Use question marks (EXS KS1, WTS KS2)</p> <p>Understand the uses of exclamation marks</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Understand that an apostrophe is used for omission and possession</p> <p>Use apostrophes for simple contracted forms (contributes to GD KS1, WTS KS2)</p> <p>Use apostrophes for singular possession (contributes to GD KS1)</p> <p>Avoid using conjunctions and full stops together</p> <p>Use commas for lists (contributes to GD KS1, WTS KS2)</p>

		Use exclamation marks (contributes to GD KS1)	
Writing Style		<p>Use repetition for effect</p> <p>Use senses</p> <p>Use adjectives to create a clearer picture</p> <p>Write in first and third person</p> <p>Use exclamation marks to grab the reader's attention</p> <p>Include feelings and emotions</p>	<p>Use alliteration</p> <p>Add pairs of adjectives</p> <p>Create list sentences e.g. The room was in such a state. Socks, mugs, books, toys and empty crisp packets were everywhere.</p> <p>Use short sentences for impact</p> <p>Use powerful verbs for noise</p> <p>Write first sentences that will hook the reader in</p> <p>Create appropriate character names</p>

Spoken Language			
	EYFS	Year 1	Year 2
Speaking	<p>Communicate effectively showing awareness of listeners' needs</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop narratives or explanations by connecting ideas or events (often using conjunctions)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG)</p>	<p>Tell a story or describe an incident clearly</p> <p>Retell a story or incident in which events are clearly ordered</p> <p>Read aloud clearly and use some intonation for effect</p>	<p>Add detail to their talk to keep the listener interested</p> <p>Use emphasis, story language and interesting vocabulary when telling stories</p> <p>Use gesture to support talk</p>
Listening	<p>Listen attentively in a range of situations. Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)</p>	<p>Listen and respond appropriately to adults and peers, in a range of situations</p> <p>Listen and follow instructions accurately, asking for help or clarification if necessary</p> <p>Listen with sustained concentration</p>	<p>Follow up listening with relevant questions</p> <p>Comment constructively after listening</p> <p>Be able to extract key points when listening to an adult</p>

	<p>Make comments about what they have heard and ask questions to clarify their understanding (ELG)</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG)</p>		
Discussion	<p>Take turns in a pair</p> <p>Listen to other pupils during activities</p> <p>Contribute ideas to class discussions</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)</p>	<p>Take turns in a group</p> <p>Listen to other pupils during group work</p> <p>Explain their thoughts to a group</p>	<p>Keep on topic during discussion</p> <p>Reach agreement in a group</p> <p>Ensure all group members have a turn</p>
Drama	<p>Represent their own ideas, thoughts and feelings through role play</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher (ELG)</p>	<p>Respond to other characters in role</p> <p>Pretend to be a character, showing feelings through words and action</p> <p>Take turns speaking their part in acting out familiar stories with words and actions</p>	<p>Make up plays from stories and other stimuli</p> <p>Show a character through movement</p> <p>Learn and deliver some lines</p> <p>Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects</p>

<p style="text-align: center;">Text Types</p> <p style="text-align: center;">Text types should only be introduced once pupils are confidently writing a sequence of sentences from Yr 1 onwards.</p>			
	EYFS	Year 1	Year 2
Narrative	Text Types should not be introduced in Reception	<p>Four part solving a problem story 1</p> <p>Four part solving a problem story 2</p> <p>Longer solving a problem story 1</p> <p>Longer solving a problem story 2</p> <p>Simple traditional/ fairy tales 1</p> <p>Voyage and return story 1</p>	<p>Voyage and return story 2</p> <p>Simple traditional/ fairy tales 2</p> <p>Diary story</p> <p>Introduction to plays</p> <p>Losing story</p> <p>Fear story</p>
Non-fiction	Text Types should not be introduced in Reception	<p>Non-chronological reports 1</p> <p>Recounts 1</p> <p>Instructions 1</p> <p>Non-chronological reports 2</p> <p>Recounts 2</p> <p>Instructions 2</p>	<p>Non-chronological reports 3</p> <p>Recounts 3</p> <p>Instructions 3</p> <p>Persuasion 1</p> <p>Non-chronological reports 4</p> <p>Recounts 4</p>

			Instructions 4
Poetry	Text Types should not be introduced in Reception	No poetry units in Y1. Although teachers should still read and share poetry, children are not expected to write their own,	Free verse Poems based on the structure of the poem studied Poems on a given theme Acrostics Shape poems

Vocabulary Progression			
	EYFS	Year 1	Year 2
Objects	Watch Coin Letter Rope Key	Sword Jacket Lamp Chain Rags	Shield Bookcase Cage Tomb Backpack
Buildings	Gate Cottage City Street Lane	Flat Barn Path Castle Cellar	Alley Avenue Factory Tower (block) Yard
Landscape	Woods Hill River Beach Lake	Forest Slope Tunnel Cave Bank	Valley Waterfall Bay Mountain Mouth
Size and condition	Slim Huge Tiny Neat Healthy	Plump Bony Ugly Worn Fragile	Vast Lean Ruined Rusty Damaged
Colour	Orange Purple Brown Green Pink	Mauve Silver Gold Blonde Grey	Scarlet Ivory Dull Cream Beige
Texture	Rough Smooth Sharp Soft Hard	Fluffy Firm Bumpy Spiky Springy	Lumpy Squashy Pointed Soggy Slippery

Materials	Wood Metal Plastic Fabric Glass	Leather Rubber Clay Stone Brick	Cotton Iron Wire Tin Oak
Personality	Clever Clumsy Kind Shy Grumpy	Foolish Caring Thoughtful Wise Fussy	Timid Curious Comical Considerate Unruly
Actions	Watch Fetch Sob Place Close	Creep Grasp Leap Dash Rise	Damage Offer Guide Greet Yank
Feelings	Cross Glum Annoyed Poorly Keen	Irritated Eager Pleased Ashamed Miserable	Confused Enthusiastic Jolly Depressed Dizzy
Speech	Said Shouted Answered Screamed Laughed	Hissed Giggled Growled Boomed Cried	Grumbled Bellowed Sobbed Whispered Replied
Sound	Buzz Pop Boom Beep Ping	Thud Click Fizz Rattle Snap	Squawk Racket Screech Clang Squeak
Atmosphere	Mist Fog Dark Gloomy Silent	Frost Echo Dim Darkness Chilly	Sunlight (lit) Beams Glowed Sunset Clung
Taste and smell	Disgusting Delicious Tasty Stink Sweet Powerful	Spicy Mild Tasteless Stench Perfume (Un) Pleasant	Sharp Sour Plain Scent Faint Odour
Positives	Brilliant Fantastic Great	Terrific Wonderful Thoughtful	Marvellous Dazzling Remarkable

	Kind Enjoyable	Lovely Perfect	Gorgeous Fabulous
Negatives	Evil Poor Wicked Terrible Cheeky	Dreadful Awful Rotten Unwanted Unwelcome	Mischievous Horrific Frightful Hideous Alarming