



Sandhurst Primary School Sequential Writing Curriculum: Potter Class



Topic	Let's Explore	Marvellous Machines	Long Ago	Ready Steady Grow	Animal Safari	On the Beach
Key Texts and Contexts	<p>Where The Wild Things Are by Maurice Sednak;</p> <p>Where's Spot by Eric Hill;</p> <p>We're Going on a Bear Hunt by Michael Rosen;</p> <p>A Bit Lost by Chris Haughton;</p> <p>My Cat Likes to Hide in Boxes by Eve Sutton;</p> <p>The Way I Feel by Janan Cain</p> <p>In Every House, on Every Street by Jess Hitchman.</p> <p>Memorable experience: Home visits; meeting year 6 buddies; and participating in the first woodwork lessons.</p>	<p>Mrs Armitage on Wheels by Quentin Blake</p> <p>You Can't Call an Elephant in an Emergency by Patricia Cleveland-Peck</p> <p>We Catch the Bus by Katie Abey</p> <p>Car, Car, Truck, Jeep by Katrina Charman</p> <p>What Do Machines Do All Day by Jo Nelson</p> <p>Machine Poems by Jill Bennett.</p> <p>Memorable experience: EYFS and Key Stage 1 Nativity, "A Miracle in Town" by Niki Davies; and "Jack and the Beanstalk" whole-school trip to the theatre.</p>	<p>Alfie at Nursery School by Shirley Hughes</p> <p>Peepo! (Storytime Giants) by Janet and Allan Ahlberg</p> <p>The Baby's Catalogue by Janet and Allan Ahlberg</p> <p>Coming to England: An inspiring True Story Celebrating the Windrush Generation by Floella Benjamin</p> <p>The Big Alfie and Annie Rose Storybook by Shirley Hughes</p> <p>Lucy & Tom by Shirley Hughes</p> <p>The Tiger Who Came to Tea by Judith Kerr</p> <p>Mog the Forgetful Cat by Judith Kerr.</p> <p>Memorable experience: A visit from Cranbrook Museum.</p>	<p>The Gigantic Turnip by Aleksei Tolstoy</p> <p>Three Classic Adventures of Supertato by Sue Hendra & Paul Linnet;</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>Pass the Jam, Jim by Kaye Umansky</p> <p>Handa's Surprise by Eileen Browne</p> <p>Jack and the Beanstalk (Ladybird First Favourite Tales) by Iona Trehay</p> <p>Eating the Alphabet: Fruits & Vegetables from A to Z (Voyager Books) by Lois Ehlert</p> <p>Jasper's Beanstalk by Nick Butterworth & Mick Inkpen</p> <p>Memorable experience: Meeting a farmer and working in the school garden</p>	<p>The Lion Inside by Rachel Bright</p> <p>Book of Animals (Here We Are) by Oliver Jeffers</p> <p>Animal ABC (Nosy Crow) by Jannie Ho</p> <p>Animal Homes: A lift-the-flap book of discovery by Libby Walden</p> <p>Animal Surprises by Nicola Davies</p> <p>Delicious (Phaidon) by Sarah Hutt</p> <p>Doing the Animal Bop by Jan Ormerod</p> <p>Animal Babies in the Forest! By Julia Groves</p> <p>Little Red and the Very Hungry Lion by Alex T Smith</p> <p>Memorable Experience: Animal visits.</p>	<p>The See Saw by Tom Percival</p> <p>Who's Hiding at the Seaside? By Katharine McEwen</p> <p>Sally and the Limpet by Simon James</p> <p>Lucy and Tom at the Seaside by Shirley Hughes</p> <p>One is a Snail, Ten is a Crab by April Pulley Sayre and Jeffrey Sayre</p> <p>Look What I Found at the Seaside by Moira Butterfield</p> <p>Busy Beach by Campbell Books</p> <p>Herman the Hermit Crab by Cindy W. Hollingsworth</p> <p>Memorable Experience: Visit to Rye Harbour Nature Reserve.</p>
Handwriting	<p>Print letters: be taught the correct start and exit points for each letter, which should not include lead-in strokes from the line</p> <p>Sit correctly on a chair at a table.</p> <p>Learn to hold pencil correctly and practise pencil grip.</p>		<p>Use capital 'T' for personal pronoun.</p> <p>Use spaces between words.</p>		<p>Form capital letters and corresponding lower-case letters.</p> <p>ELG: Write recognisable letters, most of which are correctly formed.</p>	



Phonics into Spelling	<ul style="list-style-type: none"> • Learn all set 1 single letter sounds. • Learn how to orally blend using 'fred talk' to spell words. • Be introduced to 'Fred Fingers' and learn how to segment words into sounds in order to spell CV and CVC words. 		<ul style="list-style-type: none"> • Learn all set 1 diagraphs: zz qu ch sh th ng • Use 'Fred Fingers' to segment and blend words in order to spell words containing the above diagraphs. • Be introduced to the first Set 2 sounds. 		<ul style="list-style-type: none"> • Learn the Set 2 sounds: ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy. • Use 'Fred Fingers' to segment and blend words in order to spell words containing the above diagraphs and trigraphs. 	ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Grammar/Terminology	Children will know the names of members of the class; read and write lower case and upper-case letters for proper nouns; label objects in the learning environment	Children will use describing words for objects in the environment; shells, stones, plants, mini-beasts; use describing words for characters in stories	Children will know that names begin with a capital letter; know that the personal pronoun 'I' has a CL	Children will talk about actions; know some 'doing' words which describe actions e.g. I am <i>jumping</i> ; begin to read and write simple sentences which include 'being' words e.g. He <i>is</i> in the car.	The teacher will reinforce oral use of describing words during outings and in the environment; expand range of known verbs during P.E. and other play activities e.g. <i>hopping, skipping, curling, weaving</i>	Children will orally use adverbs such as carefully, quickly, gently; learn to identify wider groups of common nouns e.g. <i>types of tree, leaf, flower, shell, mini-beast, stationery item, cooking utensil, clothing</i>
Sentence Building Punctuation	<ul style="list-style-type: none"> • The teacher will model CL and FS in classroom environment. • The teacher will read texts to children as often as possible, to reinforce familiarity with <i>hearing</i> the unit of a sentence 		During shared sentence writing, the teacher will emphasise use of CL for names, personal pronoun 'I' and sentence beginnings; model FS.	The teacher will use big books or shared texts which include an exclamation mark to show surprise	The teacher will continue to ask children to help you write sentences together: <i>What do we need to put at the end? What have I left out?</i>	The teacher will encourage and praise children for remembering to use a CL and FS when they write their own sentences.
Sentence Building Construction	<ul style="list-style-type: none"> • Name writing • CVC words 		<ul style="list-style-type: none"> • Phonetically plausible spellings (using taught sounds) • Captions • Labels 		ELG: Write simple phrases and sentences that can be read by others.	
Text Building	Own name writing	Write a label to name something	Write an instruction e.g. on a label in the class role play area.	Write a simple caption e.g. to go with a picture or photograph	Write a sentence to describe a character Write a sentence to go with an event	Sometimes join a few ideas together e.g. two or three phrases/sentences



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						Write a sentence about an experience
Authorial Effect	Communicate with the reader in simple ways					
	Tell the reader orally something about themselves. Relate orally a real event	Write their name on their work.	Provide information with a label or caption e.g. for a shop or role play area	Write simple expressions and orally explain what they say	Use some of the vocabulary they know to support the context of their writing.	ELG: Write simple phrases and sentences that can be read by others.