



Sandhurst Primary School Sequential Writing Curriculum: Nightingale Class



Topic	Childhood		Bright Lights, Big City		School Days	
Key Texts and Contexts	<p>Wilfrid Gordon McDonald Partridge by Fox Mem</p> <p>Paper Dolls by Julia Donaldson</p> <p>Home Life: Through the Years by Claire Lewis</p> <p>Who's In My Family? All About Our Families by Robie Harris</p> <p>Funny Bones by Janet &amp; Allan Ahlberg</p> <p>KS1 Nativity performance</p>	<p>Wilfrid Gordon McDonald Partridge by Fox Mem</p> <p>My Grandpa is Amazing by Nick Butterworth</p> <p>My Grandma is Wonderful by Nick Butterworth.</p> <p>The Great Big Book of Families by Mary Hoffman</p> <p>Mog's Christmas by Judith Kerr</p>	<p>Topsy and Tim Visit London by Jean and Gareth Adamson</p> <p>Katie in London James Mayhew</p> <p>Paddington at the Palace by Michael Bond</p> <p>One Snowy Night by Nick Butterworth</p> <p>Afternoon tea party to start our topic</p>	<p>Topsy and Tim Visit London by Jean and Gareth Adamson</p> <p>Look Inside London (Usborne) Jonathan Melmoth</p> <p>The Great Fire of London (Usborne Young Reader) by Susana Davidson</p> <p>Make model houses and carry out enactment of The Great Fire of London</p>	<p>Whiffy Wilson: The Wolf who wouldn't go to school by Carly Hart</p> <p>Topsy and Tim: Start School by Jean and Gareth Adamson</p> <p>Children in Victorian Times by Jill Barber</p> <p>Busy People: Teacher by Lucy George</p>	<p>Miss Molly's School of Manners by James Maclaine</p> <p>If I built a school by Chris Van Dusen</p> <p>Today I'm not going to school by Aoife Mannix</p> <p>Where do all the teachers go? By Peter Dixon</p>
Term Focus and Genre	<p><b>Term 1 (Fiction and Non-Fiction)</b></p> <p>Autobiographies</p> <p>Non-chronological report</p> <p>Short story</p> <p><b>Children can...</b></p>	<p><b>Term 2 (Poetry and Fiction)</b></p> <p>Family tree</p> <p>Riddles</p> <p>Short story</p> <p><b>Children can...</b></p>	<p><b>Term 3 (Fiction and Non-Fiction)</b></p> <p>Invitations</p> <p>Tourist information leaflet</p> <p>Postcards</p> <p><b>Children can...</b></p>	<p><b>Term 4 (Non-Fiction)</b></p> <p>Directions</p> <p>Narratives</p> <p>Newspaper report</p> <p><b>Children can...</b></p>	<p><b>Term 5 (Fiction and Poetry)</b></p> <p>Poems</p> <p>Diaries</p> <p>Assembly performance</p> <p><b>Children can...</b></p>	<p><b>Term 6 (Fiction and Non-Fiction)</b></p> <p>Recount of school trip</p> <p>Letters</p> <p>Short story</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>Print letters, orientating correctly on the line</p> <p>Form digits 0-9</p> <p>Hold pencil comfortably and correctly.</p> <p>Use Spaces between words</p>		<p>Form capital letters and lower-case letters correctly and confidently, starting and finishing in the right place</p> <p>Adult: model pre-cursive letters when ready.</p>		<p>Practise separate pre-cursive letters when ready.</p> <p>Practise letters belonging to 'families' which are formed in similar ways e.g. c,o,g,d using pre-cursive script where appropriate.</p>	
Phonics into Spelling	<p>Teach letter names</p> <p>Review speed sounds Set 1&amp;2</p>	<p>Review Set 2 speed sounds</p>	<p>Review Set 2 speed sounds</p>	<p>Review Set 2 speed sounds</p>	<p>Review Set 2 and Set 3 speed sounds</p>	<p>Review Set 2 and Set 3 speed sounds</p>



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	<p>Teach reading of words containing Set 2 sounds. Build speed of reading words with Set 1 sounds. Build speed of reading nonsense words containing Set sounds.</p> <ul style="list-style-type: none"> <li>• the, a, do, to, today, of, are, was, is, his,</li> <li>• has, I, be, he, me, she, we, no, go, so.</li> <li>• you, they, by, my, love, have, give, said, for, and, at,</li> <li>• Days of the week.</li> <li>• CVC Pseudo words</li> <li>• Words ending in '-y'.</li> </ul>	<p>Teach reading of words containing Set 2 sounds</p> <p>Build speed of reading words containing Set 1 and Set 2 sounds.</p> <p>Introduce Set 3 sounds.</p> <p>Build speed of reading nonsense words containing Set 1 and Set 2 sounds.</p> <ul style="list-style-type: none"> <li>• Double consonant 'll, ff, ss, ck'</li> <li>• Words using the trigraph '-tch'.</li> <li>• Adding 's' to words to make plural.</li> <li>• Adding '-ing' and '-ed' to verbs.</li> <li>• New consonant spelling 'wh'.</li> <li>• Common Exp words 'says, here, there, where, come, some, that, with, all, my'</li> </ul>	<p>Teach reading of words containing Set 2 sounds</p> <p>Build speed of reading words containing Set 1 and Set 2 sounds.</p> <p>Continue to teach Set 3 sounds.</p> <p>Build speed of reading nonsense words containing Set 1 and Set 2 sounds.</p> <ul style="list-style-type: none"> <li>• Words using the trigraph '-tch'.</li> <li>• Adding '-es' to words of plural nouns.</li> <li>• Adding '-ing' and '-er' to verbs, adding an extra syllable. E.g. hunting, kinder.</li> <li>• Words ending in '-y'.</li> <li>• Days of the whole week.</li> <li>• Common Exp words: 'were your'. Numbers 0-10</li> </ul>	<p>Teach reading of words containing Set 2 sounds</p> <p>Build speed of reading words containing Set 1 and Set 2 sounds.</p> <p>Continue to teach Set 3 sounds.</p> <p>Build speed of reading nonsense words containing Set 1, Set 2 and learnt Set 3 sounds.</p> <ul style="list-style-type: none"> <li>• Practise more plurals adding 's and es'.</li> <li>• Adding 'ed' to make a past tense verb.</li> <li>• Compound words where two words are spelt correctly as if independent.</li> <li>• Common Exp words 'once, ask, friend, school, put, push, pull, full, house, our'.</li> <li>• Digraph and Trigraph focus.</li> </ul>	<p>Teach reading of words containing Set 2 and Set 3 sounds</p> <p>Build speed of reading words containing Set 1, Set 2 and Set 3 sounds.</p> <p>Build speed of reading nonsense words containing Set 1, Set 2 and learnt Set 3 sounds</p> <ul style="list-style-type: none"> <li>• Revisit digraphs and trigraph including split digraphs.</li> <li>• Third person singular of verbs adding syllable e.g. she washes.</li> <li>• Adding '-ed' to the word, sometimes making an extra syllable e.g. wanted.</li> <li>• Adding '-er' and '-est'</li> <li>• Learn new consonant 'ph'.</li> <li>• Adding the prefix 'un-'</li> </ul>	<p>Build speed of reading words containing Set 1, Set 2 and Set 3 sounds.</p> <p>Build speed of reading nonsense words containing Set 1, Set 2 and learnt Set 3 sounds.</p> <ul style="list-style-type: none"> <li>• Practise for phonics screening check.</li> <li>• Revise all words ending in '-y'.</li> <li>• Using 'k' for the 'c' sound.</li> <li>• Days of the week – practise independent spelling.</li> <li>• Practise and check full set of Common Exp words.</li> </ul>
<p><b>Grammar/Terminology</b></p>	<p>Model simple oral and written sentences as examples of clear units of meaning.</p> <p>Write simple dictated sentences from memory.</p>	<p>Learn the days of the week and the months of the year.</p> <p>Wide range of colours.</p>	<p>To know names of places being with a capital letter.</p> <p>To learn that personal pronoun 'I' and has a capital letter.</p>	<p>Identify action/doing words.</p> <p>Develop the skill of reading back over our sentences</p>	<p>Revisit describing words. Using them in the school environment and writing.</p> <p>Recognise a sentence which is a question or an exclamation.</p> <p>Learn when a sentence gives information or instruction.</p>	<p>Introduce the use of adverbs which describe how an action is done.</p> <p>Compose oral and written sentences that describe an activity.</p>



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	<p>Know that names of people begin with a capital letter.</p> <p>Name people and their jobs in and out of school.</p> <p>Model re-reading to check writing makes sense.</p>	<p>Ready rhymes of and poems to hear rhyming words.</p> <p>Understand the term 'describing word' and use describing words for objects in the school environment.</p> <p>Draw children's attention to the past when talking about texts together.</p>	<p>Orally retell a short story using conjunctions.</p> <p>Revisit the understanding of the past to show an event has already happened.</p>	<p>to check our writing.</p> <p>Start to include conjunctions to join two ideas together.</p> <p>Introduce the present, progressive and past tense.</p> <p>Use of poetry to enjoy rhymes and expand vocabulary.</p> <p>Dictate short sentences that include full stops, question and exclamation marks.</p>	<p>Write simple instructions.</p> <p>Learn simple conjunctions words.</p> <p>Read and write common irregular past tense</p>	<p>Create word banks of past tense verb which children can use as a resource.</p> <p>Build vocabulary about the wider world through outings and outdoor walks.</p> <p>Where possible arrange a talk by a visitor to expand vocabulary and experience.</p>
Sentence Building Punctuation	Begin to punctuate sentences with capital letters and end punctuation with a full stop.		Use capital letters to name some proper nouns Begin to use questions marks		Begin to use and exclamation marks for effect.	
Sentence Building Construction	To write sentence-like constructions		To write some successful sentences		Commonly use 'and' to join clauses	
Text Building	Sequence ideas to form a short and simple narrative* (oral and written) based on a known story, sometimes using a pictorial story map as a guide		To write a title  Write to the simple purpose of the task, relating content to that purpose		Use the adult's model to write a non-rhyming poem e.g. as a 'list' of ideas inspired by the given context (such as fireworks/sweets/toys/autumn/gardens)	
Authorial Effect	Communicate coherently and effectively with increased confidence, independence and audience awareness:					
	<p>Use the adult's model to write simply to the task</p> <p>Say out loud what they are going to write about</p>	<p>Sometimes provide more detail about a noun by describing it</p>	<p>Use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping</p>	<p>Use a title to inform</p> <p>Discuss what they have written with an adult and other pupils</p>	<p>Sometimes use an exclamation mark to amuse, interest or scare the reader</p> <p>Reread what they have written to check its sense</p>	<p>play with words in simple poems e.g. Pop Bang Whizz!</p>



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