

Skylark Class N/R/1 Writing Overview

These plans are based on HFL Essential Writing single-aged units and adapted to support all children. As a result, within this planning cycle for Year N/R/1, teachers will need to adapt the planning to ensure teaching/review of specific objectives for the alternative year group (specified below). Some adaptations are already included within the planning; for example, much of the Y3 units revisit Y2 content and therefore this has not been explicitly included here.

	<u>Autumn</u>				<u>Spring</u>				<u>Summer</u>			
Year A (2026/27)	Inform (All About Me) All Are Welcome That's Not My Name You Choose	Entertain (Familiar Story) The Tiger Who Came to Tea	Entertain (List Poems) Oi Cat!	Inform (Instructions) The Gruffalo Cookbook (Linked to The Gruffalo)	Entertain (Narrative) Stanley's Stick	Inform (Rules and Recount) Ruby's Worry	Entertain (Poetry – Rhyme and Nonsense) Oi Frog!	Entertain (Narrative) Martha Maps It Out	Inform (Letters) The Day The Crayons Quit	Entertain (Poetry – Free Verse) The Big Book of Bugs	Entertain (Narrative) The Lion Inside	Inform (Explanation) The Big Book of Bugs
Year B (2027/28)	Inform (Labels, Lists, Captions) People Who Help Us All Kinds of Families	Entertain (Narrative) Beegu	Entertain (Poetry – Rhymthic Structure) Bear Snores On	Inform (Instructions) I Can Swim	Entertain (Narrative) The Way Back Home	Inform (Rules and Recount) I Can't Do This!	Entertain (Poetry) Green Eggs and Ham	Entertain (Narrative) Goldilocks and the Three Bears	Inform (Letters) Dear Dinosaur	Entertain (Poetry) Each Peach Pear Plum	Entertain (Narrative) Anansi The Spider	Inform (Explanation) A New Green Day
Year C (2028/29)	Inform (Labels, Lists, Captions) Faces Family Book	Entertain (Narrative) Hug	Entertain (Poetry) The Cat in the Hat	Inform (Instructions) I Can Wash My Hands	Entertain (Narrative) Lost and Found	Inform (Rules and Recount) Kipper's Birthday	Entertain (Poetry) Giraffes Can't Dance	Entertain (Narrative) The Train Ride	Inform (Letters) Help! We Need a Title!	Entertain (Poetry) Super Duper You	Entertain (Narrative) Jack and the Beanstalk	Inform (Explanation) A Little Princess Story
<u>Developmental Adaptations</u> Nursery	Enjoy listening to rhymes. Hold and turn pages on a board book. Recognise own name (with photo prompt). Talk about and discriminate between some environmental sounds (listening games) e.g. bell ringing. Show some recognition of familiar symbols/logos (McDonalds, Lidl, tick, cross). Attempt to make marks using different resources. Explain what has been drawn/written (scribbles/marks).				Hold and turn pages on a paper book carefully. Recognise some letters in name (without photo prompt). Suggest how a story might end. Engage with discussions about key events in stories (e.g. do you remember what happened at the end?). Begin to hear initial sounds in words. Explain what has been drawn/written (with some recognisable features e.g. a circle for a face with two lines for arms).				Show an awareness of rhyme. Talk about a familiar story. Recognise own name (without photo prompt) Understands that print has meaning and can have different purposes. Begins to orally blend some simple familiar CVC words. Hears initial sounds in words. Begins to recognise some letters that are important (e.g. in their name) . Begin to recognise that words are made up of syllables and can clap the syllables in their name (children do not need to know the word syllable). Attempts to write some letters from their name (lower case or capital) – with support. Copy pre-writing shapes. Make marks to communicate ideas.			
<u>Developmental Adaptations</u> Reception	Talk about favourite books and why they are preferred. Handle books correctly and follow print from left to right, top to bottom. Locate the title of a book. Blend sounds orally to hear words. Recognise words that rhyme. Makes expected progress in school's phonics curriculum. <u>Oral composition and dictation:</u> Orally rehearse a single word that will be written, before starting to make marks/write letters. <u>Transcription:</u>				Show an interest in a text and answer simple questions about it. Predict what a story might be about. Locate and recall the title of a book. Check that what I have read makes sense. Demonstrate understanding when talking about books I have read/had read to me. Notice errors when reading and re-read to check for sense. Link sounds to letters. Read simple words by blending sounds together. Use phonics to decode regular words. Makes expected progress in school's phonics curriculum.				Use what I know, have heard and experienced to help me understand what I have read. Recognise the difference between a fiction and non-fiction text. Reread books showing increased accuracy and fluency. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with my phonic knowledge using sound blending. Makes expected progress in school's phonics curriculum. <u>Oral composition and dictation:</u> Orally rehearse a simple sentence (including a sentence stem) before writing. E.g. I can jump.			

	Write own name with some correct letter formation. Writes (or makes marks) independently to convey meaning for a range of purposes. Sentence construction: Write initial sounds in some words independently. Spell common exception word: I	Oral composition and dictation: Apply learnt phonic knowledge to write a dictated word or short phrase (2-3 words). Transcription: Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Form some letters correctly (linked to phonic learning) Form number 0-5 correctly Sentence construction: Write initial, medial and final sounds in a word with support where needed. Begin to show an understanding of finger spaces. Spell some common exception words (e.g. the, I) Use a sentence stem to write a simple sentence (e.g. ‘I can...’ Use what I know, have heard and experienced to help me understand what I have read. Recognise the difference between a fiction and non-fiction text. Reread books showing increased accuracy and fluency. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with my phonic knowledge using sound blending. Makes expected progress in school’s phonics curriculum. Oral composition and dictation: Orally rehearse a simple sentence (including a sentence stem) before writing. E.g. I can jump. Apply learnt phonic knowledge to write a simple dictated sentence (3-4 words). Transcription: Tripod pencil grip for writing in almost all cases. Form most letters correctly (linked to phonic learning). Begin to form numbers 0-10 correctly. Consistently write their own name independently with all letters formed correctly Write their own name with all letters formed correctly with support. Sentence construction: Write words that are phonetically plausible when writing independently and in guided teaching sessions. Use finger spaces with some consistency when writing a sentence independently. Spell and apply a range of common exception words in a sentence (e.g. I, the, to, go, no). Begin to show an awareness of capital letters and full stops, but not used in writing consistently. Understand that a capital letter is used for the word I and at the beginning of a sentence. Reread a simple sentence that they have written.	Apply learnt phonic knowledge to write a simple dictated sentence (3-4 words). Transcription: Tripod pencil grip for writing in almost all cases. Form most letters correctly (linked to phonic learning). Begin to form numbers 0-10 correctly. Consistently write their own name independently with all letters formed correctly Write their own name with all letters formed correctly with support. Sentence construction: Write words that are phonetically plausible when writing independently and in guided teaching sessions. Use finger spaces with some consistency when writing a sentence independently. Spell and apply a range of common exception words in a sentence (e.g. I, the, to, go, no). Begin to show an awareness of capital letters and full stops, but not used in writing consistently. Understand that a capital letter is used for the word I and at the beginning of a sentence. Reread a simple sentence that they have written. READING: Reading comprehension Word reading: Makes expected progress in school’s phonics curriculum. WRITING Oral composition and dictation: Orally compose a short sequence of sentences to describe an event before writing (using the correct tense with support) Retell and innovate stories and narratives using recently learnt vocabulary and story structure. Express ideas in full sentences prior to writing, using past and future tenses with support. Write a dictated sentence, applying Y1 phonic knowledge (4-5 words). Transcription: Consistently use a tripod grip for writing. Begin to use a ligature/lead out for some letters (in preparation for joining). Begin to write forename and surname with capital letters. Form numbers 0-9, starting in the correct place and correctly oriented. Sentence construction: Begin to use conjunction ‘and’ to extend written sentences. Write simple questions. Write simple sentences confidently (grammatically correct – simple noun and verb). Begin to add the suffix –ed when writing in the past tense (e.g. I jumped on the log) Spell some Y1 common exception words with support
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			<u>READING</u> <u>Reading comprehension:</u> <u>Word reading:</u> Makes expected progress in school’s phonics curriculum. <u>WRITING</u> <u>Oral composition and dictation:</u> Orally compose a short sequence of sentences (independently) to describe an event, using the correct tense Express ideas and feelings in detail prior to writing, using more complex language or sentence structure (e.g. use of because to extend sentences) Speak in a short sequence of sentences prior to writing, using the correct tense. Orally compose with a peer - sharing ideas before writing Say each sentence aloud before writing. Write a dictated sentence applying Y1 phonic knowledge (5-8 words) <u>Transcription:</u> Uses ligatures/lead outs for most letters (in preparation for joining. Begin to write full name with capital letters used accurately. Form numbers 0-20 correctly (starting in the correct place, correctly ordered and orientated). Begin to form numbers 0 to 100. <u>Sentence construction:</u> Spacing between words is mostly accurate. Capital letter and full stops used to mark most sentences with support. Begin to add the suffix –ing to write in the present progressive tense (e.g. I am jumping with my friends) Spell most Year 1 common exception words with some support where needed. <u>READING</u> <u>Reading comprehension:</u> <u>Word reading:</u> Makes expected progress in school’s phonics curriculum. <u>WRITING</u> <u>Oral composition and dictation:</u> Use tense correctly (simple past and present) when retelling a story or describing an event in detail. Orally compose a sequence of sentences which can be written (or scribed where outside of their phonic knowledge) Apply taught vocabulary accurately when composing sentences orally and when storytelling. Write a more complex dictated sentence applying Year 1 phonic knowledge (8-10 words). Apply knowledge of punctuation (finger spaces, capital letters and full stops). <u>Transcription:</u>
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			Form all lower-case letters correctly with a ligature and lead out in preparation for joining (correct orientation, size, ascenders, descenders, etc). Form all capital letters correctly. Write full name with correct formation and accurate use of capital letters. Form all numbers to 100 correctly, starting in the correct place. Begin to form question marks and exclamation marks correctly. <u>Sentence construction:</u> Consistent spacing between words. Punctuate simple sentences with capital letters, full stops, question marks or exclamation marks (where appropriate) Write a series of sentences to form a short narrative. Apply all reception and year 1 graphemes in writing (mostly accurately). Begin to add the suffixes -er and -est to spell many words correctly. Spell Y1 common exception words mostly accurately.
Developmental Adaptations Year One	<u>WRITING</u> <u>Oral composition and dictation:</u> Orally compose a short sequence of sentences to describe an event before writing (using the correct tense with support) Retell and innovate stories and narratives using recently learnt vocabulary and story structure. Express ideas in full sentences prior to writing, using past and future tenses with support. Write a dictated sentence, applying Y1 phonic knowledge (4-5 words). <u>Transcription:</u> Consistently use a tripod grip for writing. Begin to use a ligature/lead out for some letters (in preparation for joining). Begin to write forename and surname with capital letters. Form numbers 0-9, starting in the correct place and correctly oriented. <u>Sentence construction:</u> Begin to use conjunction ‘and’ to extend written sentences. Write simple questions. Write simple sentences confidently (grammatically correct – simple noun and verb). Begin to add the suffix –ed when writing in the past tense (e.g. I jumped on the log) Spell some Y1 common exception words with support <u>READING</u> <u>Reading comprehension:</u> <u>Word reading:</u> Makes expected progress in school’s phonics curriculum. <u>WRITING</u> <u>Oral composition and dictation:</u> Orally compose a short sequence of sentences (independently) to describe an event, using the correct tense	<u>Oral composition and dictation:</u> Orally compose a short sequence of sentences (independently) to describe an event, using the correct tense Express ideas and feelings in detail prior to writing, using more complex language or sentence structure (e.g. use of because to extend sentences) Speak in a short sequence of sentences prior to writing, using the correct tense. Orally compose with a peer - sharing ideas before writing Say each sentence aloud before writing. Write a dictated sentence applying Y1 phonic knowledge (5-8 words) <u>Transcription:</u> Uses ligatures/lead outs for most letters (in preparation for joining). Begin to write full name with capital letters used accurately. Form numbers 0-20 correctly (starting in the correct place, correctly ordered and orientated). Begin to form numbers 0 to 100. <u>Sentence construction:</u> Spacing between words is mostly accurate. Capital letter and full stops used to mark most sentences with support. Begin to add the suffix –ing to write in the present progressive tense (e.g. I am jumping with my friends) Spell most Year 1 common exception words with some support where needed	<u>Oral composition and dictation:</u> Use tense correctly (simple past and present) when retelling a story or describing an event in detail. Orally compose a sequence of sentences which can be written (or scribed where outside of their phonic knowledge) Apply taught vocabulary accurately when composing sentences orally and when storytelling. Write a more complex dictated sentence applying Year 1 phonic knowledge (8-10 words). Apply knowledge of punctuation (finger spaces, capital letters and full stops). <u>Transcription:</u> Form all lower-case letters correctly with a ligature and lead out in preparation for joining (correct orientation, size, ascenders, descenders, etc). Form all capital letters correctly. Write full name with correct formation and accurate use of capital letters. Form all numbers to 100 correctly, starting in the correct place. Begin to form question marks and exclamation marks correctly. <u>Sentence construction:</u> Consistent spacing between words. Punctuate simple sentences with capital letters, full stops, question marks or exclamation marks (where appropriate) Write a series of sentences to form a short narrative. Apply all reception and year 1 graphemes in writing (mostly accurately). Begin to add the suffixes -er and -est to spell many words correctly. Spell Y1 common exception words mostly accurately.

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