

EVF Rolling Programme for Writing

Brampford Speke EYFS 2026



Intent

We believe that all children are empowered in life when they can communicate well. We want the children of the Exe Valley Federation to become unique and ambitious writers. We will provide them with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them now and in the future.

All children in the Exe Valley Federation will become writers and will:

- Be motivated, resilient, and resourceful.
- Develop their own individual creativity in their writing.
- Understand writing for a purpose and audience.
- Be secure in spelling, punctuation, and grammar, enabling free and confident writing.
- Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
- Have opportunities to explore and use a rich and varied bank of vocabulary.
- Use a cursive script designed to promote fluent and neat writing

Development Matters: 'Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.' (p.83) [Development Matters - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/development-matters)

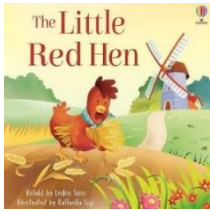
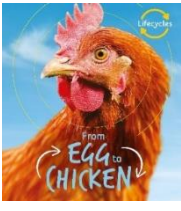
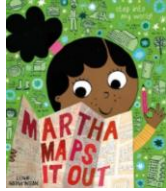
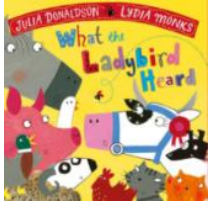
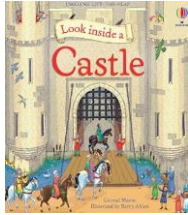
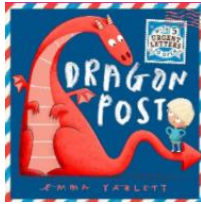
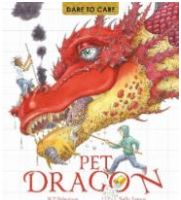
NB: Children who have not yet developed the foundational knowledge needed for writing will need extra scaffolding and support to develop their transcription skills.

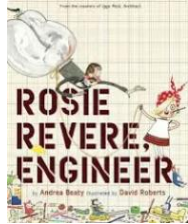
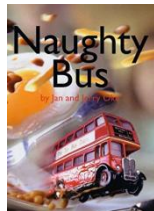
Writing ELG

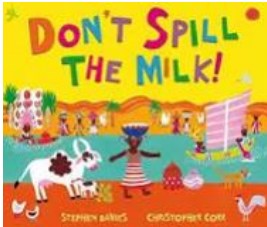
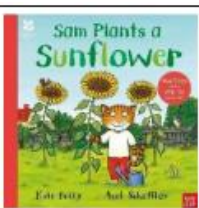
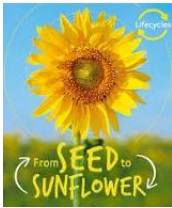
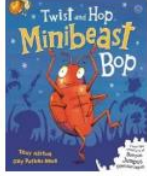
Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

EVF Progression in Writing

Year EYFS	Autumn 1		Autumn 2	
Progression and titles of core texts.	 	 	 	 
EYFS Literacy (writing)	Shared writing - Create some bread recipes alongside the children. Adults can write simple instructions and the children can illustrate. - Write some simple 'sorry' letters from the animals to the little red hen. Children to give their ideas and teacher to model writing. - Provide some speech bubbles and pictures of the animals. Ask the children what the animals might be saying. Adult to model writing. Guided writing - At this early stage, engage in activities which encourage children to orally compose sentences based on the texts you are reading together. - Provide simple pictures of animals that children can label if able to, e.g. a red hen, the pig, using words that match the stage of the children's phonic knowledge. Independent writing opportunities - Provide mark-making resources for children to use across the setting, e.g. recipes templates in the mud kitchen. - Envelopes and paper for 'writing' letters to the little red hen with a post-box. - Speech bubbles for small world animals.	Shared writing - Talk to the children about the purpose of a label; what does it tell us? - On a large roll of paper, create a picture map of a familiar setting with the children (such as the classroom) that they can populate and label alongside their peers and adults. - Model some interesting caption writing to label some of the items using the words generated during focused vocabulary discussion. - Support with GPCs outside of the children's knowledge if they want to write alongside adults. Dictate some simple phrases and captions as needed. Guided writing - Over the weeks that this is the focus text, children can create pages for their own book or a class book. Using the book as a model, start with a cover page titled _____ Maps It Out, then add a picture of the world, a map, their town or village, their house, etc. Encourage children to draw, cut, stick and create their own pictures and labels for their book. If preferred, this could be created on large sheets of paper and added to over time. Dictate a simple phrase or sentence for each page, e.g. This is me. This is my bedroom. Independent writing opportunities - Fill the setting with opportunities for mark-making related to maps and plans. Provide a variety of writing tools, scissors, glue and paper for labelling including opportunities for vertical and horizontal mark-making. - Provide lift-the-flap house fronts so children can design, draw and label the inside and outside of their houses or other designs.	Shared writing - On a large piece of paper, draw a picture of a castle together and add some simple labels. Children can add details to the castle. - Give the children some pictures from the book and ask them to sequence them in the right order. They can retell parts of the story as they do this, practising ordering the days of the week at the same time - Generate ideas for other animals that Eliza could have turned into, what colour they would be and where she could hide. Model writing these, Guided writing - Provide pictures of animals Eliza turned not and others she could. Children label the animals (cat, hen, dog, fox). They could also choose the colour and label where they could hide. Independent writing opportunities - Provide dressing-up clothes, wands, crowns and spell books with paper for children to write magical spells, invitations or party lists. - Set up a small-world castle and role-play castle with speech bubbles, labels and writing materials for children to record what the characters might say or add labels and signs. - Provide opportunities around the setting for children to paint, draw and make castles. Add mark-making enhancements that children can freely use. - Provide resources for children to make magic potions including recipe templates.	Shared writing - Write some simple instructions together about how to care for a dragon. This can include labels, pictures and diagrams. Use the linked text as a prompt for children - Draw and label your own dragons. - Make a list of all the people Alex wrote to and what their jobs were. Think of other jobs that might have useful knowledge. Write a letter to one of them together, orally planning as a class and teacher writing. Guided writing - Dictate some single clause sentences to describe the dragons children drew and labelled during shared writing, e.g. My dragon is red. It is big and strong. Support with correct GPCs as needed. - Support the children to write letters to Alex giving advice from the Pet Dragon book. Independent writing opportunities - Provide opportunities around the setting for children to paint, draw and make dragons. Add mark-making enhancements that children can freely use. - Provide a variety of toy dragons or mythical creatures, boxes, pots, labels, paper, etc. Encourage children to make homes for their animals, including some labels and captions of how to care for it. - Provide postcards and letter templates.

Year EYFS	Spring 1		Spring 2	
Progression and titles of core texts.				
EYFS Literacy (Writing)	Shared writing • Create a class seasonal tree together. Encourage children to describe what they notice about the tree in winter and spring while the adult models writing labels, captions and simple sentences. • Write a class list of signs of winter and signs of spring, discussing vocabulary before modelling how to write each word and sentence. • Create a class poem using a repeated pattern, for example: • In winter I can see... • In spring I can hear... • Use illustrations from the book to write simple descriptive captions together, e.g. <i>The tree has no leaves. Snow is on the branches. The birds are building nests.</i> • Guided writing • Provide photographs or pictures of trees and seasonal changes for children to label and then extend into simple captions. • Use sentence stems to support children in writing, for example: • The tree is... • I can see... Independent writing opportunities • Set up a nature investigation table with leaves, twigs, buds, pine cones and photographs for children to label or write simple captions about. • Provide seasonal tree templates and a range of craft materials for children to illustrate, create, collage etc their own seasonal pictures and encourage them to add labels • Leave folded booklets for children to create their own My Seasons Book, writing a simple caption or sentence for each page.	Shared writing • Look at pictures of Rosie and her inventions. Encourage children to describe what they can see and model writing labels and simple captions, e.g. wings to fly, • Create a class design plan for a flying machine. Model drawing, labelling and writing simple sentences to explain what the machine will do, e.g. My machine can fly. It has two wings. • Write a class set of simple instructions for making a model, orally rehearsing each step before the adult models writing, e.g. <i>First, get a box. Next, add the wheels.</i> Guided writing • Provide pictures of Rosie, her inventions and different tools for children to label and then extend their labels into captions or sentences, e.g. <i>a big wheel → The wheel is big.</i> • Discuss what children would invent if they were engineers. Support them to draw their invention and write one or two simple sentences, e.g. <i>I made a robot. It can clean my room.</i> • Create simple problem cards inspired by the story, e.g. <i>The bird cannot fly. The toy is too heavy. The box won't move. Children can draw a solution and write a caption or sentence explaining their idea.</i> Independent writing opportunities • Create an invention station with boxes, tubes, construction materials, paper, clipboards and pencils. Encourage children to design, build and label their own inventions. • Add clipboards, engineer design sheets and pencils to outdoor construction areas so children can create plans and designs before building.	Shared writing • Put a big picture of one of the dinosaurs on a large piece or roll of paper and encourage children to label or write what they know and see. Write alongside them to model high quality writing strategies, e.g. using a simple GPC chart. • Provide some sentence stems from the book, e.g. This dinosaur is..... It lived..... It had..... Some dinosaurs..... Encourage children to orally complete and say the sentence. Model writing some sentences with the children, then encourage them to have a go at their own sentences. Guided writing • Provide templates to make some fact cards with the children, e.g. in a Top Trumps style. Support with spelling and vocabulary. • Create some double spread pages about different dinosaurs that children can collaborate on. Include simple sentences as rehearsed in shared writing above. Support with writing strategies such as stem sentences, using a GPC chart, dictation, etc. Independent writing opportunities • Provide double-page spreads, dinosaur pictures, labels and vocabulary for children to create their own version. • Provide paper for children to design their own dinosaurs, label and add facts.	Shared Writing • Display a large picture of the Naughty Bus in one of the story settings (e.g. the kitchen, bathroom or outside). Encourage children to talk about what they can see and what the bus is doing. Model writing labels and simple captions together. • Together, orally create other adventures for the Naughty Bus - what mischief would he get up to in the classroom? Record the children's ideas and retell the stories that are created. Children could draw pictures, write short captions or sentences to accompany their drawings during guided sessions. Guided Writing • Use words from the text that are within the children's GPC knowledge and rehearse counting the sounds for spelling, e.g. bus, jam, stop, soap, sink, road, car, peas, mud, pan. Continue to support children with consonant blends where needed, e.g. stop, splash, street, crash. • Use the words the children have rehearsed in simple dictated sentences, for example: The bus is in the jam. • Discuss how the Naughty Bus could have behaved differently. Support children to write simple advice or rules, for example: <i>Stop at the light.</i> • Provide speech bubbles for the Naughty Bus, the police car or another vehicle. Support children in orally composing a short sentence before writing, for example: <i>Stop, Bus! I like mud!</i> Independent Writing Opportunities • Provide small toy buses, road mats and photographs from the story for children to create and write their own Naughty Bus adventure. • Provide story paper for children to draw and write about a new place the Naughty Bus could visit. • Encourage children to design a new bus character, label its features and write one or two sentences describing where it goes and what it does.

Year EYFS	Summer 1		Summer 2	
Progression and titles of core texts.		 	 	
EYFS Literacy (writing)	Shared writing • Create a class map of the girl's journey to her father. Encourage children to orally compose captions and simple sentences for each part of the journey while the adult models writing. Create a class poster with ideas about how to keep the milk safe. Model writing simple instructions such as <i>Hold it tight. Walk carefully. Don't run..</i> Guided writing • Provide sequencing pictures from the story and support children to write a caption or simple sentence for each event, encouraging the use of capital letters, finger spaces and full stops. • Encourage children to imagine another obstacle on the girl's journey and support them to write one or two sentences explaining what happened. • Provide pictures of the story settings and encourage children to write descriptive captions using simple adjectives, e.g. <i>The hot, dusty road.</i> Independent writing opportunities • Provide small world animals and props or map drawing materials for children to create a new journey with obstacles, encourage them to write labels for the different obstacles on the way. • Provide "Don't Spill..." challenge cards (e.g. <i>Don't spill the paint!, Don't spill the water!</i>) to inspire children to draw and write their own versions of the story.	Shared writing • Use pictures from the book to sequence the life of a sunflower. Model writing captions and simple sentences, encouraging children to orally repeat captions and sentences. • Use the life cycle of another plant and repeat the process above. Ask children to orally create sentences and contribute ideas to the writing. Guided writing • Order simple picture cards showing the growth of a sunflower with the children and support them to write what is happening in each picture. Have grapheme charts available to use. Support with graphemes outside of the children's current phonic knowledge. • Encourage counting the sounds for spelling. • Plant some cress and record the changes day by day in a class book called <i>Class ____ plants some cress.</i> • At the end of the class book, have a class page where children can write their own observations and comments about their cress. Add illustrations and photographs. Independent writing opportunities • Provide picture cards and writing frames for children to continue the guided writing activity. • Have a seed growing station. Provide iPads to photograph changes and paper and pencils for children to record what they see.	Shared writing • Put children into mixed groups with adults and allocate a minibeast to each group. Provide a double page for each group or use a large paper roll for everyone to write and draw on together. Add a picture of a minibeast and a title. Adults to model writerly choices alongside children. Guided writing • In small groups collect information from the text and other sources. Give each child a double page and provide the opportunity to write a selection of labels, captions and short sentences about individual minibeasts. This can be a combination of dictation as well as supported writing. Orally rehearse sentences first and support by counting the sounds for spelling and using a grapheme chart. Children who are able can continue this into independent writing. • Repeat the activity above but use the titles from pages 48, 50 and 52, e.g. 'House-loving Bugs' and 'Bugs at Work'. Independent writing opportunities • Provide double-page spreads with a picture of a minibeast in the middle and a title at the top. • Minibeasts and labels/captions. • Provide sentence stems at a minibeast themed table for children to access. • Make available clip boards and charts for children to collect data.	Shared writing • Read and perform a selection of poems from the book. Collect interesting sea words and phrases from the poems and create a class "Sea Word Bank". Model using these words to compose simple descriptive captions and sentences. Choose a sea creature and write a simple class poem together. Encourage children to orally rehearse each line before the adult models writing. Create a class poem using a repeated pattern such as: • <i>I can see...</i> • <i>Under the sea...</i> • <i>At the seaside...</i> Encourage children to suggest ideas while the adult models writing each line. Guided writing • Provide photographs or illustrations of sea creatures and encourage children to write a caption or simple descriptive sentence, e.g. <i>The jellyfish floats gently.</i> Use repeated sentence stems from the poems to support children in writing their own ideas, for example: • <i>I can hear...</i> • <i>I can see...</i> • <i>The waves are...</i> • <i>The sea is...</i> Independent writing opportunities • Provide a poetry writing area with shells, pebbles, driftwood, sea creature photographs and seaside objects to inspire children to write simple captions, phrases or poems. • Encourage children to create illustrated acrostic poems using words such as SEA, SHELL or WAVE

EVF Rolling Programme for Writing

Brampford Speke Cycle C - Year 1

Intent



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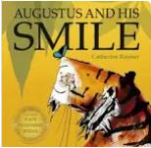
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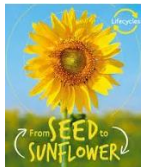
- Be motivated, resilient, and resourceful.
- Develop their own individual creativity in their writing.
- Understand writing for a purpose and audience.
- Be secure in spelling, punctuation, and grammar, enabling free and confident writing.
- Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
- Have opportunities to explore and use a rich and varied bank of vocabulary.
- Use a cursive script designed to promote fluent and neat writing

Spelling	Spelling is taught in phonics lessons and in line with Little Wandle. Bespoke spelling pathways will be used to support children who have specific difficulties with spelling words.
Handwriting	Handwriting is taught in lessons and in line with the school's chosen handwriting scheme.

EVF Progression in Writing

Cycle C				
Year 1	Autumn 1		Autumn 2	
Progression and titles of core texts.	Transcriptions Skills	 The Little Red Hen and Life Cycles With EYFS 	The Princess and the Wizard With EYFS 	 Dragon Post and Pet Dragon (Book Buds adapted for Y2) With EYFS and Y2 
Sequence Outcome	Short writing activities to consolidate key learning	Retell the story using a story map and simple sentences. Write a short letter from one of the animals saying sorry to the Little Red Hen.	Write sentences retelling parts of the story with simple alterations (Eliza turned into something different to escape)	Write simple instructions with pictures to explain how to look after a dragon.
Composition and Grammar	See planning for first 3 weeks of Autumn 1	Compose sentences orally before writing. Use a capital letter to begin and a full stop to end Use "and" to join ideas for extended sentences Use question marks and exclamation marks where suitable Sequence sentences to form short narratives Re-read with an adult to check it makes sense.	Compose sentences orally before writing. Join ideas using and. Leave spaces between words. Use capital letters and full stops correctly. Use simple descriptive words for characters and settings. Begin to use the past tense accurately. Re-read with an adult or peer to check it makes sense.	Compose sentences orally before writing. Join ideas using and. Leave spaces between words. Use capital letters and full stops correctly. Use the present tense. Re-read with an adult or peer to check it makes sense.
Transcription focus	Form lower-case and capital letters correctly. Leave spaces between words. Apply taught phonics to spell words independently. Spell an increasing number of common exception words correctly.			

Year 1	Spring 1		Spring 2	
Progression and titles of core texts.	Daisy Doodles (with Y2) 	Little Red Riding Hood (With Y2) 	My Day at the Zoo (recount) (With Y2) 	Augustus and his Smile (With Y2) 
BookWrite suggested sequence outcome	Write a simple story about a real child and an imaginary character, using pictures and short sequenced sentences	To retell the story (a sentence per picture)	To write a recount of a school trip or event	Use pictures and sequenced sentences to write story based on structure of Augustus and his Smile
Composition and Grammar	Compose sentences orally before writing. Sequence sentences to tell a simple story with a beginning, middle and end. Join ideas using and. Leave spaces between words. Use capital letters and full stops correctly. Use simple descriptive words for characters and settings. Check writing independently for missing words and punctuation.	Retell a story in the correct sequence. Write simple sentences with capital letters and full stops. Leave spaces between words. Begin to use question marks and exclamation marks where appropriate. Use capital letters for names. Use simple adjectives to describe characters and objects. Check writing independently for missing words and punctuation.	Compose sentences orally before writing. Sequence sentences to form a simple recount of real events. Use the co-ordinating conjunction 'and' to add more detail for the reader Begin to use the past tense accurately when recounting events. Use full stops, exclamation marks and capital letters Use a capital letter for the pronoun 'I' Check writing independently for missing words and punctuation.	Compose sentences orally before writing. Sequence sentences to tell a simple story with a beginning, middle and end. Capital letters and full stops. Capital letters for names and the pronoun I. Choose adjectives to describe characters, objects and places. Begin to use question marks and exclamation marks where appropriate. Use past tense verbs accurately and consistently. Check writing independently for missing words and punctuation.
Transcription	Use phonics knowledge consistently to spell familiar and unfamiliar words. Spell common exception words with increasing accuracy. Write legibly with correct letter formation and spacing. Begin to check and correct simple spelling errors			

Year 1	Summer 1		Summer 2	
Progression and titles of core texts.	Don't Spill the Milk (With EYFS and Y2) 	Seed to Sunflower (NF) (With EYFS and Y2) 	A Big Book of Bugs (Book Buds adapted) (With EYFS and Y2) 	A First Book of the Sea (p) (With EYFS and Y2) 
BookWrite suggested sequence outcome	Write a simple story of a journey	To create a poster or booklet about the life cycle of a plant	To write an information page about a type of minibeast	To write a poem about the sea or a sea creature
Composition and Grammar	Compose sentences orally before writing. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense Co-ordinating conjunctions (and) Choose adjectives carefully to describe characters, objects and places. Capital letters and end punctuation. Begin to edit spelling and punctuation independently.	Planning or saying out loud what they are going to write about. Compose sentences orally before writing. Capital letters and full stops. Finger spaces between words. Simple sentences with one verb. Join ideas using and. Use present tense verbs such as grow, appear, develop Coordinating conjunctions - and, but, or Use new, interesting and topic-specific vocabulary Begin to edit spelling and punctuation independently.	Planning or saying out loud what they are going to write about. Compose sentences orally before writing. Re-reading what they have written to check that it makes sense (Y1) Use simple adjectives to describe characters, objects and places. Use the present tense Punctuate sentences with C . ? ! Use new, interesting and topic-specific vocabulary Begin to edit spelling and punctuation independently.	Aurally compose what they are going to write about. Write down ideas and/or key words, including new vocabulary Punctuate sentences with C . ? ! Exclamation marks Rhyme, rhythm and repetition Similes and alliteration (stretch and challenge with Y2 if appropriate) Choose adjectives (and other words) carefully to give a clear picture in the reader's mind Begin to edit spelling and punctuation independently. Read aloud their writing clearly enough to be heard by peers and the teacher
Transcription focus	Independently apply phonic knowledge when spelling. Spell most Year 1 common exception words accurately. Write legibly with consistent letter formation, capital letters and spacing.			

EVF Rolling Programme for Writing

Brampford Speke Cycle C - Year 2

Intent



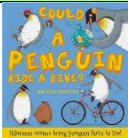
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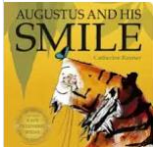
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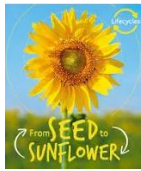
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- Have opportunities to explore and use a rich and varied bank of vocabulary.
- Use a cursive script designed to promote fluent and neat writing

Spelling	Spelling is taught in lessons and in line with school's chosen spelling scheme and stages. See individual school spelling programmes for more information. Bespoke spelling pathways will be used to support children who have specific difficulties with spelling words.
Handwriting	Handwriting is taught in lessons and in line with the school's chosen handwriting scheme.

EVF Progression in Writing

Cycle C				
Year 2	Autumn 1		Autumn 2	
Progression and titles of core texts.	Transcriptions Skills	Could a penguin ride a bike? (NF) 	Tell Me a Dragon (P) 	Dragon Post and Pet Dragon (Book Buds adapted for Y2) With EYFS and Y1  
Sequence outcome	Short writing activities to consolidate key learning	To write own page for the book about an animal or object of their choice	To make individual dragon books Or Write poems about dragons	Write a letter with instructions on how to care for a dragon
Composition and Grammar	See planning for first 3 weeks of Autumn 1	Compose sentences orally before writing. Write statements and questions. Use capital letters and full stops correctly. Use question marks accurately. Use capital letters for names and the pronoun I. Join ideas using 'and' and 'but'. Write detailed answers that explain special features. Organise information clearly. Use a range of sentence types Use coordination Write compound and simple complex sentences. Use commas in lists. Use question marks and full stops accurately.	Compose sentences orally before writing, encapsulating what they want to say, sentence by sentence Capital letters and full stops. Simple noun phrases with adjectives: a red dragon a giant dragon Use and to join ideas. Use expanded noun phrases Use commas in lists of adjectives. Use similes: Use adventurous and imaginative vocabulary choices. Use coordination with and to add detail. Use present progressive tense.	Use a range of sentence types (commands and statements focus) Use coordination and subordination - when, if, so, and, but. Use capital letters, full stops, question marks and exclamation marks accurately. Proofread and edit for spelling, punctuation and sentence sense. Use adverbials for time. Use present and past tense correctly and consistently. Make simple revisions by re-reading their writing to check it makes sense
Transcription focus	Apply taught spelling patterns and common exception words in independent writing. Form letters of the correct size and orientation. Begin to proofread for spelling errors. Use apostrophes for common contractions.			

Year 2	Spring 1		Spring 2	
Progression and titles of core texts.	Daisy Doodles (with Y1) 	Little Red Riding Hood (With Y1) 	My Day at the Zoo (recount) (With Y1) 	Augustus and his Smile (With Y1) 
Sequence outcome	To write own story using real and imaginary characters	To rewrite the story changing some key details	To write a recount of a school trip or even	To write their own story based on the structure of Augustus and his Smile
Composition and Grammar	Compose sentences orally before writing. Sequence sentences to tell a simple story with a beginning, middle and end. Join ideas using and. Re-read writing to check it makes sense. Write a longer narrative with a clear sequence of events. Use co-ordination with and to join clauses appropriately. Use expanded noun phrases to describe characters, settings and objects. Use speech bubbles to develop character thoughts and dialogue. Use capital letters, full stops, question marks and exclamation marks accurately. Proofread and edit for spelling, punctuation and sentence sense with adult support.	Retell a story in the correct sequence. Use question marks and exclamation marks appropriately. Use capital letters for names. Re-read writing to check it makes sense. Maintain consistent past tense throughout the story. Use a range of sentence types Use punctuation accurately for different sentence types. Use expanded noun phrases to describe characters and settings. Use commas in a list of adjectives. Edit and proofread for spelling, punctuation and tense consistency with adult support.	Use the co-ordinating conjunction 'and' to add more detail for the reader Use subordination (when, because) - additional to bookwriters sequence Use past tense consistently Use full stops, exclamation marks and capital letters Use a capital letter for the pronoun 'I' Use the past progressive tense to add detail about the trip/event Edit and proofread for spelling, punctuation and tense consistency with minimal adult support. Use varied sentence openings Use a mixture of simple, compound and complex sentences Edit and proofread for spelling, punctuation and tense consistency with a partner	Capital letters and full stops. Capital letters for names and the pronoun I. Use simple adjectives to describe characters, objects and places. Begin to use question marks and exclamation marks where appropriate. Use past tense verbs accurately and consistently. Use precise verbs to describe movement and action. Use apostrophes for contractions and singular possession Use capital letters, full stops, question marks and exclamation marks accurately. Edit and proofread for spelling, punctuation and tense consistency with a partner
Transcription	Apply spelling rules and patterns accurately in independent writing. Use apostrophes for contractions and begin to use apostrophes for singular possession. Develop an increasingly fluent handwriting style. Proofread and edit spelling independently.			

Year 2	Summer 1		Summer 2	
Progression and titles of core texts.	Don't Spill the Milk (With EYFS and Y1) 	Seed to Sunflower (NF) (With EYFS and Y1) 	A Big Book of Bugs (Book Buds adapted) (With EYFS and Y1) 	A First Book of the Sea (p) (With EYFS and Y1) 
Sequence outcome	To write the story of a journey with a twist at the end, including detail	To create a poster or booklet about the life cycle of a plant	To write an information page about a type of minibeast	To write a poem about the sea or a sea creature
Composition and Grammar	Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Re-reading to check that their writing makes sense Proofreading to check for errors in spelling, grammar and punctuation Co-ordinating conjunctions (and) Capital letters and end punctuation. Apostrophes for contraction Expanded noun phrases Independently edit and proofread for spelling, punctuation and tense consistency.	Planning or saying out loud what they are going to write about. Capital letters and full stops. Use present tense verbs such as grow, appear, develop Coordinating conjunctions: and, but, or Subordinating conjunctions: when, if, because, once, as Commas in a list. Compound and complex sentences. Independently edit and proofread for spelling, punctuation and tense consistency.	Planning or saying out loud what they are going to write about. Expanded noun phrases for specification and description. Subordination and co-ordination Commas in a list Use a range of sentence types (including questions as subheadings) Use the full range of Y2 punctuation accurately including capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes) Independently edit and proofread for spelling, punctuation and tense consistency. Use varied sentence openings Use a mixture of simple, compound and complex sentences	Aurally compose what they are going to write about. Write down ideas and/or key words, including new vocabulary Punctuate sentences with C . ? ! Exclamation marks Rhyme, rhythm and repetition Similes and alliteration Choose adjectives (and other words) carefully to give a clear picture in the reader's mind Use stanzas to structure the different ideas Independently edit and proofread for spelling, punctuation and tense consistency. Read aloud what they have written with appropriate intonation to make the meaning clear.
Transcription focus	Independently apply spelling rules, common exception words and apostrophes in extended writing. Write fluently and legibly using a joined style where appropriate. Proofread and correct spelling errors independently.			

Objectives requiring further consolidation

- Apostrophes for singular possession