

## Year R Writing Curriculum Overview

|   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|---|---|---|---|--|--|--|
| <p><b>Text Drivers for all areas of the curriculum.</b></p>   |   |   |   |  |  |  |
| <p><b>Enhancing texts for all areas of the curriculum</b></p> | <p><u>Traditional Tales</u><br/>Goldilocks and the 3 bears<br/>The three little pigs</p> <p><u>Number</u><br/>10 little monsters/pirates<br/>One to ten and back again<br/>10 terrible dinosaurs</p> <p><u>PSED</u><br/>Everybody feels-<br/>happy/sad/angry/scared<br/>Lunchtime<br/>Harry and the dinosaurs</p> | <p><u>Traditional Tales</u><br/>Jack and the beanstalk<br/>Little red riding hood</p> <p><u>Number</u><br/>Abigail</p> <p><u>PSED</u><br/>Mine, mine, mine said the porcupine</p> | <p><u>Traditional Tales</u><br/>Gingerbread man<br/>The little red hen</p> <p><u>Number</u><br/>Green Lizards and red triangles<br/>Ernest<br/>None the number<br/>Room on the broom</p> <p><u>PSED</u><br/>The lion inside</p> | <p><u>Number</u><br/>Kippers Toy box<br/>Tall</p> <p><u>PSED</u><br/>My Feelings</p> | <p>Iguanas love Bananas<br/>How many Legs?</p> <p>Kipper's Birthday<br/>Spot's Birthday party</p> <p><u>Number</u><br/>Cockatoos<br/>Pattern Bug</p> <p><u>PSED</u><br/>A Kid's guide to feeling excited</p> | <p>The Gruffalo<br/>Sharing a Shell</p> <p><u>Number</u><br/>One Ted falls out of Bed<br/>Monster Maths</p> <p><u>PSED</u><br/>The colour monster<br/>Inside my heart and head</p> |
| <p><b>Phonics</b></p>   | <p>Phonological awareness is taught all year to help children develop their ability to discriminate between sounds and develop rhythm and rhyme. - environmental sounds, rhyme, rhythm, alliteration.</p>   |   |   |  |  |  |
|   | Phase 2   | Phase 2   | Phase 3   | Phase 3  | Phase 4  | Phase 4  |
|   | New phonemes and graphemes: s, a, t, p, i, n,   | New phonemes and graphemes:   |   | <b>Vowel digraphs:</b> ur, ow, oi, ear, air, ure, er                                 |  |  |

|                |   |  |   |   |   |  |
|----------------|---|--|---|---|---|--|
|                | <p>m, d<br/>g, o, c, k<br/>ck, e, u</p> <p>Segmenting and blending CVC words</p>  | <p>r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz,</p> <p>Segmenting and blending CVC words</p> | <p>Phonemes and graphemes: qu</p> <p><b>Consonant digraphs:</b> ch, sh, th, ng</p> <p><b>Vowel digraphs:</b> ai, ee, igh, oa, oo, ar, or,</p> <p>Segmenting and blending words with digraphs.</p>   | <p>Segmenting and blending words with digraphs.</p> | <p>CCVC and CVCC word</p> <p>Revise digraphs, tricky words.</p> <p>Sentence structure.</p>  | <p>CCVC and CVCC word</p> <p>Revise digraphs, tricky words.</p> <p>Sentence structure.</p> |
| <b>English</b> | <p><u>In the Autumn term children will be taught to:</u></p> <p>Continue a rhyming string</p> <p>Hear and say initial sounds in words.</p> <p>Can segment the sounds in simple words and blend them together, knowing which letters represent some of them.</p> <p>Write own name and other things such as label and captions.</p> <p><b><u>Writing opportunities</u></b><br/>Writing for a purpose – role play<br/>Captions and labels<br/>Maps<br/>Speech bubbles<br/>Card making</p> |  | <p><u>In the Spring term children will be taught to:</u></p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Use some clearly identifiable letters to communicate meaning.</p> <p>Writes own name and other things such as signs, labels and captions.</p> <p>Attempt to write short sentences in meaningful contexts</p> <p><b><u>Writing opportunities</u></b><br/>Captions and labels<br/>Oral storytelling and helicopter stories<br/>Posters<br/>Factfiles<br/>Sign and warning posters</p> |   | <p><u>In the Summer term children will be taught to:</u></p> <p>Attempt to write short sentences in meaningful contexts</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some irregular common words.</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><b><u>Writing opportunities</u></b><br/>Cards<br/>Narratives and helicopter stories<br/>Lists<br/>Letters<br/>Speech bubbles<br/>Caption writing<br/>Information books</p> |  |