



Pathways to Write



Christleton Primary School

English

Overview of
Writing

EYES

Texts	Outcomes	Communication and Language	Reading	Writing
Autumn 1 The Gingerbread Man by Mara Alperin	<ul style="list-style-type: none"> To depict the main events of the story using between 3 and 5 images – pupils to mark make next to each image explaining what is happening 	<ul style="list-style-type: none"> Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
Autumn 2 Star in a Jar by Sam Hay	<ul style="list-style-type: none"> To label a plan and attempt to write a simple caption 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books. 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school’s phonic programme 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense
Spring 1 Silly Doggy by Adam Stower	<ul style="list-style-type: none"> To rewrite the story 	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition 	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school’s phonic programme 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
Spring 2	<ul style="list-style-type: none"> To rewrite the story 	<ul style="list-style-type: none"> Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said 	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter– 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly

Supertato by Sue Hendra		<p>to them</p> <ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 	<p>sound correspondences and, where necessary, a few exception words</p> <ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme 	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letters • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense
<p>Summer 1</p> <p>Naughty Bus by Jan Oke</p>	<ul style="list-style-type: none"> • To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus 	<ul style="list-style-type: none"> • Use new vocabulary through the day • Articulate their ideas and thoughts • Describe events in some detail Listen to and talk about stories to build familiarity and understanding • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter- sound correspondences • Read some letter groups that each represent one sound and say sounds for them • Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words • Read a few common exception words matched to the school's phonic programme 	<ul style="list-style-type: none"> • Form lower-case letters correctly Write short sentences with words with known sound letter correspondences • Spell words by identifying the sounds and then writing the sound with letter/s • Re-read what they have written to check that it makes sense
<p>Summer 2</p> <p>Something Else by Kathryn Cave</p>	<ul style="list-style-type: none"> • To orally retell the story • To rewrite a shortened version of the story 	<ul style="list-style-type: none"> • Develop narratives and explanations by connecting ideas or events. • Answer how and why questions in response to stories • Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future 	<ul style="list-style-type: none"> • Use phonic knowledge to decode regular words and read them aloud accurately • Read and understand simple sentences • Demonstrate understanding about what has been read to them 	<ul style="list-style-type: none"> • Use phonic knowledge to write words in ways that match spoken sounds • Write simple sentences (in meaningful contexts) • Apply taught digraphs into writing