

# St Aldhelm Writing Pathways

## Cycle A

**Term 1**  
 Little Red Riding Hood (narrative)  
 A crow's Tale (narrative)

**Term 2**  
 The Queen's Hat (narrative)  
 The Great Fire of London (NF)

**Term 3**  
 Big Cats (NF)  
 If I were in charge (poetry)

**Term 4**  
 Pirates (NF)  
 Grace Darling (NF)

**Term 5**  
 Hibernation (NF)  
 Stardust (narrative)

**Term 6**  
 Plants (NF)  
 Squishy Itty Bitty (narrative)

Year 1:

Year 2:

|                     |  |   |                     |
|---------------------|--|---|---------------------|
| WRITING COMPOSITION | Pupils should be taught to write sentences by saying out loud what they are going to write about.  | Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).  | WRITING COMPOSITION |
|                     | Pupils should be taught to write sentences by composing a sentence orally before writing it.   | Pupils should be taught to develop positive attitudes towards and stamina for writing by writing about real events.   |                     |
|                     | Pupils should be taught to write sentences by sequencing sentences to form short narratives.   | Pupils should be taught to develop positive attitudes towards and stamina for writing by writing poetry.  |                     |
|                     | Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.                                      | Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.  |                     |
|                     | Pupils should be taught to discuss what they have written with the teacher or other pupils.  | Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.  |                     |
|                     | Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.                                     | Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.   |                     |
| WORD                | Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. | Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.   | WORD                |
|                     | Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).                        | Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.   |                     |
|                     | How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].                        | Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. |                     |
| TEXT                | Sequencing sentences to form short narratives.   | Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).                                   | SENTENCE            |
|                     | Separation of words with spaces.   | Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear.   |                     |
| PUNCTUATION         | Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.  |   | TEXT                |
|                     | Capital letters for names and for the personal pronoun 'I'.  |   |                     |
|                     |  |   |                     |
|                     |  | Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]   | WORD                |
|                     |  | Formation of adjectives using suffixes such as -ful, -less  |                     |
|                     |  | Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs  |                     |
|                     |  | Subordination (using when, if, that, because) and co-ordination (using or, and, but)  | SENTENCE            |
|                     |  | Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]   |                     |
|                     |  | How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command   |                     |
|                     |  | Correct choice and consistent use of present tense and past tense throughout writing  | TEXT                |
|                     |  | Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]  |                     |
|                     |  | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences   |                     |
|                     |  | Commas to separate items in a list  | PUNCTUATION         |
|                     |  | Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]   |                     |