



Foundation Writing Scope & Sequence

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Outcomes	Term	Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p>AC9EFLA03 - understand that texts can take many forms such as signs, books and digital texts</p> <p>AC9EFLA06 - recognise that sentences are made up of groups of words that work together in particular ways to make meaning</p> <p>AC9EFLY08 - form most lower-case and upper-case letters using learnt letter formations</p> <p>AC9EFLY15 - understand that words are units of meaning and can be made of more than one meaningful part</p>	1	<p>In Term 1 students will participate in modelled, guided, and independent writing activities that focus on letter formation, writing their names, and books related to starting school and All About Me. Students will:</p> <ul style="list-style-type: none"> - understand the difference between spoken and written language while gaining an understanding of the various reasons we write. - recognise and understand various purposes for writing. - create drawings, images, and mind maps for planning and writing support. - compose informative and imaginative texts using words and pictures. 	Unit - Starting School	Unit - Concepts about Print	Unit - Concepts about Print	Unit - Exploring Spoken and Written Language	Unit - All about my School	Unit - All about my School	Unit - All about my School	Unit - Draw, Talk, Write, Share	Unit - Draw, Talk, Write, Share	Revision/assessment
<p>AC9EFLA05 - recognise that sentences are key units for expressing ideas</p> <p>AC9EFLY06 - create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant-vowel-consonant words correctly</p> <p>AC9EFLY14 - Read and write some high frequency words and other familiar words</p> <p>AC9EFLY12 - write consonant-vowel-consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words</p>	2	<p>In Term 2, students will participate in modelled, guided and independent writing activities that focus on revising and developing foundational writing skills. The term will emphasise confidence in CVC word construction, letter formation, and collaborative writing pieces with modelled, guided, and independent activities. Students will:</p> <ul style="list-style-type: none"> - identify and incorporate words, from their surroundings and in books, into their writing. - recognise sentences as key units for expressing ideas. - identify capital letters and full stops in sentences. - write high-frequency sight words and known words. - collaboratively edit texts for meaning, spelling, capitalisation and punctuation. - understand punctuation's impact on meaning; use capital letters, full stops, exclamation marks and question marks. - identify and use time connectives for sequencing information and events. 	Unit - Exploring Sentences - Beginning Writing	Unit - Exploring Sentences - Beginning Writing	Unit - Exploring Sentences - Beginning Writing	Unit - CVC Words	Unit - CVC Words	Unit - CVC Words	Unit - Retelling a Story	Unit - Retelling a Story	Unit - Retelling a Story	Revision/assessment
<p>AC9EFLY13 - use knowledge of letters and sounds to spell words</p> <p>AC9EFLY05 - retell and adapt familiar literary texts through play, performance, images or writing</p> <p>AC9EFLA09 - identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end</p>	3	<p>In Term 3, students will concentrate on crafting simple sentences with punctuation and understand that a sentence includes a complete idea. Students will:</p> <ul style="list-style-type: none"> - practice crafting simple sentences. - spot and name nouns and noun groups in sentences. - use prepositional phrases to indicate time or place. - understand punctuation's impact on meaning; use capital letters, full stops, exclamation and question marks. - reread created texts, explaining why they were written. - show an understanding of why we use labels, ICT symbols and emails. 	Unit - Mister Seahorse Book Investigation	Unit - Mister Seahorse Book Investigation	Unit - Early Writing with Olivia	Unit - Early Writing with Olivia	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Revision/assessment
<p>AC9EFLA07 - explore the contribution of images and words to meaning in stories and informative texts</p> <p>AC9EFLA09 - identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end</p> <p>AC9EFLA05 - recognise that sentences are key units for expressing ideas</p>	4	<p>In Term 4, students will focus on creating imaginative and informative texts to represent their ideas, feelings and mental images, in words and/or visual images. Students will:</p> <ul style="list-style-type: none"> - generate texts that weave together at least two connected ideas in a well-organised sequence. - include recognisable structural features aligned with the text's purpose. - develop written expression by incorporating descriptions, opinions, recounts, and narratives. - acknowledge the potential for writing improvement, based on teacher feedback. - actively edit texts based on constructive feedback. - compose short texts with words and pictures for specific audiences. 	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Revision/assessment