

Swingate Primary School

The Bluebell Federation

Writing Progression Handbook

2023-2024

Contents:

- 1. <u>Termly overview of genres</u>
- 2. <u>Genre coverage from Year R to Year 6</u>
- 3. Progression of skills from year R to Year 6
- 4. Progression of different text types from year R to year 6
- 5. <u>Texts covered across the school</u>
- 6. Medium term plans from Year R to Year 6
- 7. Planning Flowchart
- 8. Writing Toolkits
- 9. <u>Handwriting Long Term Progression of Teaching</u>
- 10. Clicker 8 support and guidance

This is a working document. Genres may be taught in different orders in line with changes to the school calendars. Texts may vary throughout the year in line with children's interests. Handbook will be updated accordingly.

				Termly ov	erview of genres			
「erm	Week	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	1				Learning to Learn			
	2	Portrait painting	Recount	Character description	Setting description	Setting description	Diary entry	Character description
	3	-						Diary entry
	4		Setting Description	Story writing	Character description	Character description		Story writing
	5	Poetry			Story writing	Story writing	Setting description	Letter writing
	6		Character description	Instructional writing				Diary entry
	7	Writing names						
Term 2	1	Character descriptions	Story writing	Poetry	Instructional writing	Letter writing	Playscript	Newspaper report
	2							Setting Description
	3	Labelling		Story writing	Story writing		Poetry	Story writing
	4		Instructional writing			Persuasion text		Letter writing
	5	Recount					Instructional writing	Story writing
	6		Letter writing	Letter writing	Poetry	Diary Entry	Letter writing	Newspaper report
	7	Labelling						Poetry
Term 3	1	Menu writing	Letter writing	Diary Entry	Letter writing	Newspaper report	Letter writing	Letter writing
	2			Story writing				Story writing
	3	Speech bubbles		, ,	Story writing	Story writing	Story writing	
	4	Fact file	Character description	Story writing				Poetry
	5							Autobiography
Term 4	1	Recount	Instructional writing	Setting description	Recount	Balanced argument	Newspaper	Letter writing
	2				WBD			
	3	Character description	Character description Re		ount		Newspaper	
	4		Story writing		Story writing	Playscript	Balanced argument	Instructional writing
	5	Comic strip		Character description				Explanation text
	6			· ·		Poetry	Persuasion text	
Term 5	1	Life cycle diagrams	Letter writing	Recount	Diary entry	Recount	Character description	Playscript
	2						Story writing	
	3	Diary	Poetry			Newspaper report	, 0	Diary entry
	4			Letter writing	Fact File		Poetry	
	5	Story writing	Recount			Setting description		Character description
	6						Fact file	
Term 6	1	Labelling	Fact file	Newspaper report	Newspaper report	Story writing	Story writing	Balanced argument
	2							
	3	Description	Character description					Magazine Article
	4			Story writing	Setting description	Instructional writing	Letter writing	
	5	Instructional writing	Letter writing					Letter writing
		instructional writing						

7 Letter writing Letter writing	
---	--

Leavers Assembly

Genre coverage from Year R to Year 6

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comic strip						
Character descriptions	Character descriptions	Character descriptions	Character description	Character description	Character description	Character description
	Setting Description	Setting descriptions	Setting description	Setting description	Setting description	Setting Description
Story writing	Story writing	Story writing	Story writing	Story writing	Story writing	Story writing
Poetry	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
				Persuasion text	Persuasion text	Persuasion text
				Balanced argument	Balanced argument	Balanced argument
				Playscript	Playscript	Playscript
Labels, lists and captions						
Menu writing						
Life cycle						
Letter writing	Letter writing	Letter writing	Letter writing	Letter writing	Letter writing	Letter writing
Diary entry	Diary entry	Diary Entry	Diary entry	Diary Entry	Diary entry	Diary entry
Recount	Recount	Recount	Recount	Recount		
Instructions	Instructions	Instructions	Instructions	Instructions	Instructions	Instructions
	Fact file		Fact File		Fact File	
		Newspaper report	Newspaper report	Newspaper report	Newspaper report	Newspaper report
						Autobiography
						Explanation text
						Magazine article

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							(Look back over year 5 objectives also)
Alongside Swingate's handwriting medium term plan, in handwriting children should:	Form lower case and capital letters correctly Follow medium term plan for hand writing.	Sit correctly at a table Hold a pencil correctly Form lower case letters in correct direction, starting and finishing in the correct place Form capital letters Form digits 0-9	Form lower case letters of the correct size relative to one another Start using diagonal and horizontal strokes needed to join letters. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spaces between words that reflect size of the letters	To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To increase the legibility, consistency and quality of their handwriting.	To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To increase the legibility, consistency and quality of their handwriting.	Write legibly, fluently with increasing speed Choose shape of a letter when given choice Decide whether or not to join letters Choose writing implement that is best for the task	Write legibly, fluently with increasing speed Choose shape of a letter when given choice Decide whether or not to join letters Choose writing implement that is best for the task
Phonics, word building & Spelling children should:	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 some letter groups that each represent one sound and say sounds for them.	Revise year R Spell words containing 40+ phonemes already taught Common exception words Days of the week Be able to name letters of the alphabet in order including distinguishing between alternative spellings of the same sound. Sounds: f, l, s, z, k spelt ff, II, ss, zz and ck N sound spelt n before k Words into syllables Spell tch in words Spell words ending in v sound (where e is needed) Vowel diagraphs and trigraphs (taught following All Aboard Phonics) Add prefixes and suffixes: -s, -es, un- -ing, -ed, -er, -est where no change is needed to the root word Apply simple spelling rules Write from memory simple sentences dictated by the teacher``	Segment spoken words into phonemes and representing these by graphemes, spelling many correctly Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling, including a few common homophones CEW Spell more words with contracted forms Possessive apostrophe (singular) Distinguish between homophones and near- homophones Suffixes to spell longer words: -ment, -ness, -ful, - less, -ly Write from memory simple sentences dictated by teacher Spell sounds spelt: ge, dge, c, kn, gn, wr, -le, -el, - al, -il, -y, l, ll, o, ey, w, qu, or, ar, s (see appendix) Add -es nouns and verbs	Use prefixes and suffixes and understand how to add them Add suffixes beginning with vowel letters to words of more than one syllable To spell further homophones To spell words that are often misspelt To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals To use the first 2 or 3 letters of a word to check its spelling in a dictionary To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals To use further prefixes and suffixes and understand how to add them. To spell further homophones To spell words that are often misspelt To use the first 2 or 3 letters of a word to check its spelling in a dictionary To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Prefixes/suffixes and understand the guidance for adding them Spell words with silent letters Homophones and other words with are often confused Knowledge of morphology and etymology Use a dictionary and thesaurus Endings spelt -cious, tious Words ending in: ant, ance, ancy, ent, ence, ency, able, ably, ibly, Suffixes beginning with vowel letters to words ending in -fer Use of the hyphen Words with sounds spelt ei after c Words containing letter string ough Words with silent letters	Prefixes/suffixes and understand the guidance for adding them Spell words with silent letters Homophones and other words with are often confused Knowledge of morphology and etymology Use a dictionary and thesaurus Endings spelt -cious, tious Words ending in: ant, ance, ancy, ent, ence, ency, able, ably, ibly, Suffixes beginning with vowel letters to words ending in -fer Use of the hyphen Words with sounds spelt ei after c Words containing letter string ough Words with silent letters

		1			1	1	
			Add -ed, -ing, -er, -est and				
			y Contractions				
			Contractions				
			Posessive apostrophe				
			Words ending in tion				
	Deadle fear and a second	the ends to take of					
CEW/word list	Read a few common	the, a, do, to, today, of,	door, floor, poor, because,		address, answer, appear,	Accommodate, accompany,	_
	exception words matched	said, says, are, were, was,	find, kind, mind, behind,		, breath, breathe, build,	aggressive, amateur, ancien	
	to the school's phonic	is, his, has, I, you, your,	child, children*, wild,		r, caught, entre, century,	attached, available, average	
	programme.	they, be, he, me, she, we,	climb, most, only, both,	-	consider, continue, decide,	category, cemetery, commit	
	Read simple phrases and	no, go, so, by, my, here,	old, cold, gold, hold, told,		Ilt, disappear, early, earth,	community, competition, co	
	sentences made up of words with known letter–	there, where, love, come,	every, everybody, even,	eight/eighth, enough, exerc	February, forward(s), fruit,	controversy, convenience, c	erate, determined, develop,
	sound correspondences	some, one, once, ask, friend, school, put, push,	great, break, steak, pretty, beautiful, after, fast, last,		uide, heard, heart, height,	dictionary, disastrous, emba	-
	and, where necessary, a	pull, full, house, our –	past, father, class, grass,	history, imagine, increase,		(-ped, -ment), especially, e	
	few exception words.	and/or others, Sir Linkalot	pass, plant, path, bath,		library, material, medicine,	existence, explanation, family	
	Re-read these books to	and All Aboard Phonics to	hour, move, prove,	• • • •	tural, naughty, notice,	frequently, government, gu	
	build up their confidence	be followed	improve, sure, sugar, eye,		osite, ordinary, particular,	identity, immediate(ly), indi	
	in word reading, their		could, should, would,		ar, position, possess(ion),	language, leisure, lightning,	•
	fluency and their		who, whole, any, many,		sure, probably, promise,	muscle, necessary, neighbor	
	understanding and		clothes, busy, people,		on, recent, regular, reign,		
	enjoyment.		water, again, half, money,		eparate, special, straight,	opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation,	
	Spell words by identifying		Mr, Mrs, parents,		ose, surprise, therefore,	queue, recognise, recommend, relevant, restaurant,	
	the sounds and then		Christmas – and/or others		t, through, various, weight,	rhyme, rhythm, sacrifice, secretary, shoulder, signature,	
	writing the sound with		according to programme		/women	sincere(ly), soldier, stomach, sufficient, suggest,	
	letter/s.		used.		-	symbol, system, temperatur	
						variety, vegetable, vehicle, y	_
Editing children should:	Re-read what they have	Re-read what they have	Evaluate their writing	Evaluate and edit by:	Evaluate and edit by:	Use a dictionary to check	Use a dictionary to check
	written to check that it	written to check it makes	Re-read to check in makes	Assessing the	Assessing the	spelling of words	spelling of words
	makes sense.	sense	sense (check verbs used	effectiveness of their own	effectiveness of their own	Use the first 3 or 4 letters	Use the first 3 or 4 letters
			correctly)	and others' writing and	and others' writing and	of a word to check	of a word to check
			Proof-read to check for	suggesting improvements	suggesting improvements	spelling/meaning in a	spelling/meaning in a
			errors in spelling,	Proposing changes to	Proposing changes to	dictionary	dictionary
			grammar, punctuation	grammar and vocabulary	grammar and vocabulary	Assess the effectiveness of	Assess the effectiveness of
				to improve consistency,	to improve consistency,	their own and others'	their own and others'
				including the accurate use	including the accurate use	writing	writing
				of pronouns in sentences	of pronouns in sentences	Propose changes to	Propose changes to
				Proof-read for spelling and	Proof-read for spelling and	vocabulary, grammar,	vocabulary, grammar,
				punctuation errors	punctuation errors	punctuation	punctuation
				Read their own writing	Read their own writing	Ensure correct use of	Ensure correct use of
				aloud, to a group or the	aloud, to a group or the	tense	tense
				whole class, using	whole class, using	Ensure correct	Ensure correct
				appropriate intonation	appropriate intonation	subject/verb agreement	subject/verb agreement
				and controlling the tone	and controlling the tone	when using singular and	when using singular and
				and volume so that the	and volume so that the	plural, distuinguish	plural, distuinguish
				meaning is clear.	meaning is clear.	between the language of	between the language of
						speech and writing and	speech and writing and
						choosing the appropriate	choosing the appropriate
						register Proof read for spelling and	register Proof read for spelling and
	1	1	1	1	1	L PROOF (PAG TOR Spelling and	L PLOOT LEAD TOT SPELLING and
						punctuation errors	punctuation errors

Performing & Oracy children should:	Understand how to listen carefully and why listening is important. Learn new vocabulary Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound.	Say out loud what they are going to write about Compose a sentence before writing it Sequence sentences to form short narratives Read aloud their writing so it can be heard clearly by peers and teacher	Read aloud what they have written with appropriate intonation	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Composing and rehearsing sentences orally. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Perform their own compositions Use appropriate intonation, volume and movement so meaning is clear	Perform their own compositions Use appropriate intonation, volume and movement so meaning is clear
Vocabulary children should:	Use new vocabulary in different contexts. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary through the day Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Plural noun suffixes Suffixes that can be added to verbs How the prefix un- changes the meaning of verbs and adjectives	Formation of nouns using suffixes Formation of adjectives using suffixes Use of the suffixes –er, – est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Extend the range of sentences with more than one clause by using a wider range of conjunctions Use the present perfect form of verbs in contrast to the past tense Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Extend the range of sentences with more than one clause by using a wider range of conjunction Use the present perfect form of verbs in contrast to the past Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Vocabulary for formal speech and writing including subjunctive forms Converting nouns or adjectives into verbs using suffixes Verb prefixes	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms
Grammar children should:	Develop social phrases. Connect one idea or action to another using a range of connectives.	How words can combine to make sentences joining words and joining clauses using -and-	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and	Use fronted adverbials	Use fronted adverbials	Use passive verbs Perfect form of verbs Expanded noun phrases to convey complicated information concisely Modal berbs or adverbs	Use of the passive to affect the presentation of information in a sentence The difference between structures typical of informal speech and

			past tense to mark actions in progress			Relative clauses beginning with: who, which, where, when, whose, that or with an implied relative pronoun Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs or modal verbs Devices to build cohesion within a paragraph	structures appropriate for formal speech and writing
Punctuation children should:	Capital letters and full stops	Leave spaces between words Capital letters, full stops, question marks and exclamation marks Capital letters for names of people, places, days of the week and personal pronoun I	Full stops Capital letters Exclamation makrs Question marks Commas for lists Apostrophes for contracted forms and the possessive (singular)	Using and punctuating direct speech	Using commas after fronted adverbials, indicating possession by using the possessive apostrophe with singular and plural nouns, using and punctuating direct speech	Commas to clarify meaning or avoid ambiguity Hyphens to avoid ambiguity Brackets, dashes, commas to indicate parenthesis Semicolons, colons or dashes to mark boundaries between independent clauses Colon to introduce a list Bullet points consistently	Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity
Terminology children should:	Capital letter Full stop	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)	Determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
Composition children should:	Write simple sentences.	Discuss what they have written with teacher or other pupils Sequencing sentences to form short narratives	writing narratives (real and fictional) write about real events write poetry write for different purposes Plan or say out loud what they are going to write Write down ideas/key words/new vocabulary	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Create settings, characters and plot Use simple organisational devices	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas In narratives, create settings, characters and plot In non-narrative material, use simple organisational device	Plan writing by identifying audience and purpose of the writing, select appropriate form Plan their writing by noting and developing initial ideas, drawing on reading and research when necessary Write narratives, considering how authors have developed characters/ settings Draft and write selecting appropriate grammar and vocabulary and	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis Layout devices

						understa
						can chang
						meaning
						Describe
						character
						Integrate
						convey ch
						Longer pa
						Use range
						build coh
						across pa
						Use organ presentat
						structure
						reader
						Headings
						Bullet poi
						underlini
Sentence structure	Use of a range of	Join words and clauses	Statement	Composing and rehearsing	Composing and rehearsing	undernin
children should	connectives	together using and	Question	sentences orally	sentences orally (including	
			Exclamation	Progressively build a	dialogue), progressively	
			Command	varied and rich vocabulary	building a varied and rich	
			Expanded noun phrases	and an increasing range of	vocabulary and an	
			Present past tense	sentence structures	increasing range of	
			subordination	Use:	sentence structures such	
				conjunctions	as - Noun phrases	
				prepositions	expanded by the addition	
				Organise paragraphs	of modifying adjectives,	
				around a theme	nouns and preposition	
					phrases	
					Fronted adverbials	
					Organise paragraphs	
					around a theme	

stand how choices	
ange and enhance	
ng	
be settings,	
ters, atmosphere.	
ate dialogue to	
/ character	
passages	
nge of devices to	
ohesion within and	
paragraphs	
ganisational and	
tational devices to	
ire text to guide	
ngs	
points	
ining	

Progression of different text types from Year R to Year 6

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Story writing including	Orally saying or writing	Beginning or end of	Sentences organised	Time and place are	Link between opening and	Sequence of plot may be	The story is well
character descriptions,	stories of others and their	narrative signalled e.g.	chronologically indicated	referenced to guide the	resolution Links between	disrupted for effect e.g.	constructed and raises
setting descriptions and	own. Understanding	one day Ideas grouped	by time related words e.g.	reader through the text	sentences help to navigate	flashback Opening and	intrigue. Dialogue is used
playscripts	through tales toolkit that	together for similarity.	finally Divisions in	e.g. in the morning	the reader from one idea	resolution shape the story	to move the action on
	there is a character,	Attempts at third person	narrative may be marked	Organised into paragraphs	to the next e.g. contrasts	Structural features of	who heighten empathy for
	setting, problem and	writing. e.g. The wolf was	by sections/paragraphs	e.g. When she arrived at	in mood angry mother,	narrative are included e.g.	central character
	finally a solution (fiction)	hiding. Written in the	Connections between	the bear's house.	disheartened Jack	repetition for effect	Deliberate ambiguity is set
		appropriate tense. (mainly	sentences make reference	Cohesion is strengthened	Paragraphs organised	Paragraphs varied in	up in the mind of the
		consistent) e.g. Goldilocks	to characters e.g. Peter	through relationships	correctly to build up to	length and structure.	reader until later in the
		was Jack is	and Jane/ they	between characters e.g.	key event Repetition	Pronouns used to hide the	text
			Connections between	Jack, his, his mother, her	avoided through using	doer of the action e.g. it	
			sentences indicate extra		different sentence	crept into the woods	
			information e.g. but they		structures and ellipsis		
			got bored or indicate				
			concurrent events e.g. as				
			they were waiting				
Poetry in	Enjoy making up funny	Invent impossible ideas,	Experiment with	Invent new similes and	Use language playfully to	Invent nonsense words	Use language
	sentences and playing	e.g. magical wishes	alliteration to create	experiment with word	exaggerate or pretend	and situations and	imaginatively to create
	with words	Observe details of first-	humorous and surprising	play	Use similes to build	experiment with	surreal, surprising,
	Look carefully at	hand experiences using	combinations	Use powerful nouns,	images and identify clichés	unexpected word	amusing and inventive
	experiences and choose	the senses and describe	Make adventurous word	adjectives and verbs;	in own writing	combinations	poetry; use simple
	words to describe	List words and phrases or	choices to describe closely	experiment with	Write free verse	Use carefully observed	metaphors and
	Make word collections or	use a repeating pattern or	observed experiences	alliteration	Use a repeating pattern	details and apt images to	personification to create
	use simple repeating	line.	Create a pattern or shape	Write free verse	Experiment with simple	bring subject matter alive	poems based on real or
	patterns		on the page; use simple	Borrow or create a	forms	Avoid cliché in own	imagined experience
			repeating phrases or lines	repeating pattern		writing	
			as models			Write free verse	

						Use or invent repeating patterns Attempt different forms, including rhyme for humour	Select pattern or form to match meaning and own voice
Persuasion Text						Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Emotive language used throughout to engage the reader.	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.
Balanced argument						Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader. Emotive language used throughout to engage the reader.	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.
Letter writing	Writing short letters to others, using envelopes.	Ideas grouped in sentences in time sequence.	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words.	Clear introduction. Points about the visit/issue. Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. All letter layout features included.	Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritized information. Purpose of letter clear and transparent for reader. Formal language used throughout to engage the reader.	Letter wellconstructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.
Recount including diary entry	Labelling posters or writing about experiences.	Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Brief introduction and conclusion. Written in the past tense e.g. I went I saw Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.		

Instructions	Lists of instructions linked to actions or procedures e.g. baking.	Ideas grouped in sentences in time sequence. Written in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order.	A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer.	A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.	A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.	Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.	Consolidate work from previous learning.
Fact files, explanation texts, magazine articles,	Writing about experiences, moments or objects.	Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest Dinosaurs were		Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of subheadings.		Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalized sentences are used to categorise and sort information for the reader. Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage th	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.
Newspaper report			Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eyecatching headline.	Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration.	Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.	Newspapers well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns.
Autobiography							Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear

Texts covered across the school

Class read						Text for English					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

signals to the reader
about time, place and
personal response.
Purpose of the recount an
experience revealing the
writer's perspective. The
report is well constructed
and answers the reader's
questions. The writer
understands the impact
and thinks about the
response. Information is
prioritised according to
importance and a frame of
response set up for the
reply
ייקאי

Nursery	Funny Bones by Janet and Allen Ahlberg Owl Babies by Martin Waddell The Very Hungry Caterpillar by Eric Carle	Sharing a Shell by Julia Donaldson The Squirrels who Squabbled by Rachel Bright	Mixed by Arree Chung How to Catch a Star by Oliver Jeffers	Handa's Surprise by Eileen Browne Arlo The Lion Who Couldn't Sleep by Catherine Rayner	And Tango Makes three by Justin Richardson You're Called What? by Kes Gray	The Lion Inside by Rachel Bright Oi Frog! by Kes Gray	Colour monster goes to school by Anna Llenas What makes me a me by Ben Faulks Who is in my family? By Robie H Harris	Goldilocks and the three bears by Robert Southey Little Red Riding Hood by Charles Perrault The Gingerbread man Jim Aylesworth The Three Little Pigs by James Halliwell- Phillips The Enormous Turnip by Irene Yates Jack and the Beanstalk by Jack Spriggins	I want to be a police officer by Laura Driscoll I want to be a Doctor by Laura Driscoll I want to be a teacher by Laura Driscoll I want to be a Veterinarian by Laura Driscoll Just going to the Dentist by Mercer Mayer	Farmer Duck by Martin Waddell Walking through the jungle by Julie Lacome Commotion in the Ocean by Giles Andreae Mad about minibeast by Giles Andreae Save the Artic by Bethany Stahl How Tiger got his stripes by Rob Cleveland	Day at the beach by Tom Booth A park connects us by Ellen Rooney Sunday Shopping by Sally Derby In the Woods by Chris Wormell The tiger who came to tea by Judith Kerr My Busy green Garden by Terry Pierce	There's a superhero in your book by Tom Fletcher Into the Castle by June Crebbin How to catch a Mermaid by Adam Wallace Aliens love Underpants by Claire Freedman Miss Tourie's Magical Creatures By Joy Keller Winnies magic Wand by Valerie Thomas Going to school by Anne Civardi
Reception	The Puffin Book of Fantastic First Poems <i>by June Crebbin</i> A children's treasury of Milligan Classic Stories and Poems Five- minute Christmas Stories <i>by Miles Kelly</i>	The Giraffe, The Pelly and Me by Roald Dahl Winnie the Pooh by A.A Milne	My Naughty Little Sister's Friends by Dorothy Edwards Mrs Pepperpot Stories by Alf Proysen	Valley of the Dinosaurs <i>by Mary Pope</i> Osbourne The Dinosaurs Diary <i>by Julia Donaldson</i>	The Perfect Kitten by Holly Webb More Naughty Little Sister Stories by Dorothy Edwards	Wigglesbottom Primary: Super Dog by Becka Moor and Pamela Buckhart The Enormous Crocodile by Roald Dahl	Best Test by Pippa Goodhart Shu Lin's Grandpa by Matt Goodfellow Zog and the flying Doctors by Julia Donaldson Ephra the Elephant by Susan Hellard	Goldilocks and the Three Bears The Three Little Pigs The Three Billy Goats Gruff The Book without a Story by Carolina Rabei	The Gruffalo by Julia Donaldson Monstersaurus by Claire Freedman Dear Dinosaur by Chae Strathie	Man on the Moon by Simon Bartam Whatever Next! By Jill Murphy Supertato by Sue Hendra & Paul Linnet	The Very Hungry Caterpillar by Eric Carle Jaspers Beanstalk by Nick Butterworth & Mick Inkpen When I was a Child by Andy Stanton	Handa's Surprise Eileen Browne What a Wonderful World by Bob Thiele Oliver's Fruit Salad by Vivian French Little Honey Bee by Caryl Lewis
Year 1	The Naughtiest Unicorn by Pip Bird Billionaire Boy by David Walliams The Christmasaurus by Tom Fletcher	The Adventures of Harry Stevenson by Ali Pye Bad Panda by Swapna Haddow Hilda and the Troll by Luke Pearson	The Hat full of Secrets by Karl Newson Fluff the Farting Fish by Michael Rosen	My Naughty Little Sister by Dorothy Edwards Gangsta Granny by David Walliams The BFG by Roald Dahl	The Secret Explorers and the Rainforest Rangers by SJ King Betsey Biggalow is Here! By Malorie Blackman Beaver Towers by Nigel Hinton	The Marvellous Granny Jinks and Me by Serena Holly Daisy and the Trouble with Chocolate by Kes Gray The Adventures of Captain Underpants by Dav Pilkey	Incredible You by Nathan Reed The Tiger that came to Tea by Judith Kerr Beegu by Alexis Deacon	Flat Stanley by Jeff Brown Polar Express by Chris Van Allsburg Paddington's Christmas Post by Michael Bond	The Jolly Postman by Allan Ahlberg The Bear who Stared by Duncan Beedie	The Three Little Pigs and The Big Bad Book by Lucy Rowland How to sneak your monster into school by Christopher Francis	Dear Dinosaur by Chae Strathie Perfectly Peculiar Pets by Elli Woollard & Anja Boretski On the Way Home by Jill Murphy	What makes me a me? By Ben Faulks The Koala Who Could by Rachel Bright Dear Teacher by Amy Husband

Year 2	The Dinosaur's Diary by Julia Donaldson Mr Majeika and the Ghost Train by Humphrey Carpenter The Secret Diary of Jane Pinny - Victorian House Maid by Philip Ardagh	Kate on the Case by Hannah Peck Dave Pigeon by Swapna Haddow Planet Omar by Zanib Mian	The Highland Falcon Thief by MG Leonard The Case of the Vanishing Granny by Alexander McCall- Smith Mr Gum by Andy Stanton	Harry Potter and the Philosopher's Stone by J.K Rowling The Penguin who wanted to find out by Jill Tomlinson Trouble with Animals by Jeremy Strong	The Monster Storyteller by Jacqueline Wilson Koala Calamity by Jonathan Meres The Nothing To See Here Hotel by Steven Butler	Mr Penguin and the Lost Treasure by Alex T Smith The Accidental Prime Minister by Tom McLaughlin The Boy who grew Dragons by Andy Shepherd	Meerkat Mail by Emily Gravett Giraffes can't dance by Giles Andreae Taco Parrot by Gustavo Rodriguez Three Billy Goats Gruff by Mara Alperin Wombat Stew by	Stars with Flaming Tails by Valerie Bloom A Christmas Carol by Tony Mitton Dear Father Christmas by Alan Durant	Mr Wolf's Pancakes by Jan Fearnley Queen Victoria's bathing machine by Gloria Whelan Grandads Island by Benji Davies	Diary of a wombat by Jackie French Don't look in this book by Samuel Langley-Swain Fungus the Bogeyman by Raymond Briggs	Coming to England by Floella Benjamin The Day the Crayons Quit by Drew Daywalt	The Lost Homework by Richard O'Neill Inside the Villains by Clotilde Perrin Dear Dragon by Josh Funk
Year 3	Harry Potter and the Chamber of Secrets by J.K Rowling, How I Became a Dog Called Midnight by Ben Miller, Unipiggle The Unicorn Pig by Hannah Shaw	Code Name Bananas by David Walliams Can You See Me? by Libby Scott Frank Einstein by Jon Scieszka	The Mystery of the Disappearing Underpants by Nikki Young The Land of Roar by Jenny McLachlan	The Train to Impossible Places by P.G Bell The Boy who made Everyone Laugh by Helen Rutter The Legend of Kevin by Philip Reeve and Sarah McIntyre	Mr Penguin and The Lost Treasure by Alex T. Smith The Boy at the Back of the Class by Onjali Q.Rauf, The Story of Tracy Beaker by Jacqueline Wilson	The London Eye Mystery by Siobhan Dowd There's a Werewolf in my Tent! By Pamela Butchart	Marcia Vaughan The Tale of a Toothbrush by M G Leonard The Wolf's story by Toby Forward Mr Men in London by Adam Hargreaves	How to wash a Woolly Mammoth by Michelle Robinson Perfectly Norman by Tom Percival The Magic Box: Poems for children by Kit Wright	Dear Greenpeace by Simon James After the Fall by Dan Santat	Arthur and the Golden Rope by Joe Todd Stanton Little Red by Bethan Woolvin	Diary of a Killer Cat by Anne Fine We are Superheroes by Emma Grange	Building Boy by Ross Montgomery The Tin Forest by Helen Ward Wisp by Zana Frallion
Year 4	The Christmasaurus and the Winter Witch by Tom Fletcher Who Let the Gods Out by Maz Evans The Secret History of Tom Trueheart by Ian Beck	No Ballet Shoes in Syria by Catherine Brunton The Miraculous Journey of Edward Tulane by Kate DiCamillo	The Abominables by Eva Ibbotson How to train your dragon by Cressida Cowell	Birthday Boy by David Baddiel Tom Gates Epic Adventure by Liz Pichon The Train to Impossible Places by P.G Bell	Granny by Anthony Horowitz The Secret Seven: Secret Seven on The Train by Enid Blyton The Secret Seven by Enid Blyton	Harry Potter and the Prisoner of Azkaban by JK Rowling Beetle Boy by M.G Leonard	The Snowy Day by Ezra Jack The Panda Problem by Deborah Underwood/+	Here We Are by Oliver Jeffers Voices in the Park by Anthony Brown Into the Forest by Anthony Brown	Cloudy with a Chance of Meatballs by Jack Barrett Shine by Sarah Asuquo	The Wild Girl by Chris Wormell A Midsummers Night Dream (Shakespeare Globe Trust & Jane Ray version) Revolting Rhymes by Roald Dahl	Journey by Aaron Becker Look Up! By Nathan Bryon The Pebble in my Pocket by Meredith Hooper	Lily's Purple Plastic Purse by Kevin Henkes Desert challenge by Bear Grylls Charlotte's Web by E.B White
Year 5	Goodnight Mister Tom by Michelle Magorian Loki: A Bad Guy's Guide to being Good by Louie Stowell How I became a dog called Midnight by Ben Miller	The Great Food Bank Heist by Onjali Q.Rauf The Breadwinner by Deborah Ellis The Great Chocoplot by Chris Callaghan	Artemis Fowle by Eoin Colfer Dial a Ghost by Eva Ibbotson Dragon Rider by Cornelia Funke	The Girl who Stole an Elephant by Nizrana Farook A Flash of Fireflies by Aisha Bushby The Underpants of Chaos by Sam Copeland	Just Call Me Spaghetti-Hoop Boy by Lara Williamson Kensuke's Kingdom by Michael Morpurgo Escape from Shangri-La by Michael Morpurgo	Coming to England by Floella Benjamin Malamander by Thomas Taylor The Breadwinner by Deborah Ellis	The Lion and the Unicorn by Shirley Hughes Boy in the Tower by Polly Ho-Yen	Leon and the place between by Angela McAllister Heard it in the playground by Allan Ahlberg How to Babysit a Grandma by Jean Reagan Kensuke's Kingdom by Michael Morpurgo	Treason by Berlie Doherty The Iron Man by Ted Hughes	Koald Dani Varmints by Helen Ward Clockwork by Philip Pullman	Rain-player by David Wisniewski The Great Kapok Tree by Lynne Cherry The Mousehole Cat by Antonia Barber	Pattan's pumpkin by Chitra Soundar Macbeth by William Shakespeare Holes by Louis Sachar

	Time Travelling with a	Leonora Bolt: Secret	The Lion Above the	Eren by Simon P	Knightley and Son	A Girl called Owl by	Flotsam by David Wiesner	The Chinese Zodiac by	Why the Wales came by	Here we are by Oliver	Harry Potter and the	The Street Beneath
	Hamster by Ross Welford	Inventor by Lucy	Door by Onjali Q.Rauf	Clark	by Rohan Gavin	Amy Wilson		Anita Mangan	Michael Morpurgo	Jeffers	Cursed Child by J.K	my Feet by
		Brandt					Letters from the				Rowling	Charlotte Guillain
	Child 44 by Tom Rob		A Boy called Hope by	The Beast by David	Wonder by R.J.	Illegal by Eoin Colfer	Lighthouse by Emma	The Girl of Ink and	The Iron Wolf by Ted	Journey by Aaron Becker		
	Smith	The Other Side of	Lara Williamson	Walliams	Palacio		Carroll	Stars by Kiran	Hughes		The Tin Forest by	Dear Year 6 by Kelly
		Truth by Beverly				The Nowhere		Millwood Hargrave	Greta's Story by	Tuesday by David	Helen Ward	Tanner
	Return to Groosham	Naidoo	Tell me No Lies by	Nightfall in New York	The Wheel of Surya	Emporium by Ross	Everest: The Remarkable	The other side of the	Valentina Camerini	Wiesner		
و	Grange by Anthony		Malorie Blackman	by Katherine	by Jamilia Gavin	MacKenzie	Story of Edmund Hillary	Truth by Beverley				
ar	Horowitz	Pig Heart Boy by		Woodfine			and Tenzing by Alexandar	Naidoo				
ζe		Malorie Blackman					Stewart					
-								Alice in Wonderland				
								by Lewis Carroll				
								Franz Ferdinand The				
								Dancing Wulrus by				
								Marcus Pfister				
								Moon Juice by Kate				
								Wakeling				

Writing Medium Term Plan Year N

Visit/trips/extra- curricular experiences	Timeline	Genre (To be led by children's interest.)	Supporting Texts	Oracy Skills	Key Objectives
Chatham Dockyard (Year 5) Creepy Crawly Australian Animals (Year 2) Pumpkin Picking Harvest festival (Year 1&4) Heart start (Year 6)	Term 1 (7 weeks)	Settling in week (1 week) Coming to school (2 weeks)	Colour monster goes to school.		 Literacy Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with anothe PD Use large and small motor skills to do things independently C&L Listens and responds Use language to imagine and recreate roles Explore with sounds To keep to a subject and express a point of view. PSED Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.

her child, or to look at alone.

ng.

	All about me (4 Weeks)	What makes me a me by Ben Faulks	 Literacy Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another chi
		Who is in my family? By Robie H Harris	 PD Match their developing physical skills to tasks and activities in the setting. C&L Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary.
			 PSED Talk about their feelings using words like 'happy,' 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Develop their sense of responsibility and membership of a community. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history Show interest in different occupations.
Term 2 (6 Weeks)	Traditional tales (6 Weeks)	Goldilocks and the three bears by Robert Southey Little Red Riding	 Literacy Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long
		Hood by Charles Perrault The Gingerbread man Jim Aylesworth The Three Little Pigs by James Halliwell-Phillips The Enormous Turnip by Irene Yates Jack and the Beanstalk by Jack Spriggins	 C&L Start a conversation with an adult or a friend and continue it for many turns. Understand how to listen carefully and why listening is important. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Learn new vocabulary PSED Select and use activities and resources, with help when needed. This helps them to which is suggested to them. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.
Term 3 (5 Weeks)	People who help us.	I want to be a police officer by Laura Driscoll	UTW Show interest in different occupations. Begin to make sense of their own life-story and family's history Show interest in different occupations. Explore how things work. Literacy

hild, or to look at alone. ng story. to achieve a goal they have chosen, or one

		want to be a	Ask questions to find out more and to check they understand what has been said to the state of the state
		octor by Laura priscoll	 Articulate their ideas and thoughts in well-formed sentences PSED
			Show more confidence in new social situations.
	te	want to be a eacher by Laura priscoll	 Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not ever and suggesting other ideas.
	V La Ju D	want to be a Veterinarian by aura Driscoll ust going to the Ventist by Mercer Mayer	 C&L Ask questions to find out more and to check they understand what has been said to them. Imagine/recreate roles Understand how to listen carefully and why listening is important. Use new vocabulary through the day PD Develop overall control of their own body
erm 4 A 5 weeks)	N M tř	armer Duck by Aartin Waddell Valking through he jungle by Julie acome	 UTW Begin to understand the need to respect and care for the natural environment and Know that there are different countries in the world and talk about the differences photos. Use their senses in hands on exploration of natural materials. Continue to develop positive attitudes about differences between people
	O A M M A	commotion in the Ocean by Giles Indreae Mad about hinibeast by Giles Indreae ave the Artic by	 Literacy Engage in extended conversations about stories, learning new vocabulary has mea - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
	B H st	ethany Stahl low Tiger got his tripes by Rob leveland	 C&L Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding Character and sequence in stories Use new vocabulary in different contexts
			 PD Develop their small motor skills so that they can use a range of tools competently, pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Show a preference for a dominant hand. School readiness Teach SAT – Using Phonics scheme Year R Look at the initial sounds of their names – Can they write the first letter can they in Identify which grip they have – do they need funky fingers to support them to be compared to the second s

to them.

everyone can be Spider-Man in the game,

and all living things. ces they have experienced or seen in

eaning

ly, safely and confidently. Suggested tools:

v identify the initial sound. e comfortable.

Term 5	Places I go	Day at the beach	UTW
(6 weeks)	1 10000 1 80	by Tom Booth	 Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Explore how things work.
		A park connects us by Ellen Rooney	 Plant seeds and care for growing plants.
		by Liten Rooney	 Understand the key features of the life cycle of a plant and an animal.
		Sunday Shopping	Begin to understand the need to respect and care for the natural environment and
		by Sally Derby	
			C&L
		In the Woods by	 Retell the story, once they have developed a deep familiarity with the text, some as exact repetition
		Chris Wormell	 and some in their own words.
			 Use talk to help work out problems and organise
		The tiger who came	 thinking and activities, and to explain how things
		to tea by Judith Kerr	 work and why they might happen.
		My Busy green	Literacy
		Garden by Terry	 Engage in extended conversations about stories, learning new vocabulary
		Pierce	 Use some of their print and letter knowledge in their early writing. For example: writing
			at the top of the page; write 'm' for mummy.
			Write some or all of their name.
			Write some letters accurately.
			PSED
			Talk with others to solve conflicts. Talk channels in facting using using using the (henced) (and () (and ()))
			 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.
			School Readiness
			Teach PIN Using phonics Scheme Year R
			Recap Sat
			 Look at the letters in their names. Can they write their name?
			 Look at pen grip have they progressed to a comfortable grip.
Term 6	Fantasy	There's a	Literacy
(7 weeks)		superhero in your	 Engage in extended conversations about stories, learning new vocabulary
		book by Tom	Use some of their print and letter knowledge in their early writing. For example: with the state of the
		Fletcher	at the top of the page; write 'm' for mummy.
		Justa the Castle bu	 Write some or all of their name. Write some letters accurately.
		Into the Castle by June Crebbin	• Write some retters accurately.
			C&L
		How to catch a	 Listen attentively and respond to what they hear with relevant questions, comment
		Mermaid by Adam	during whole class discussions and small group interactions.
		Wallace	Make comments about what they have heard and ask questions to clarify their und
		1	 Offer explanations for why things might happen, making use of recently introduced
			rhymes and poems when appropriate.

nd all living things.

writing a pretend shopping list that starts

writing a pretend shopping list that starts

nents and actions when being read to and

understanding. ced vocabulary from stories, non-fiction,

Aliens love Underpants by Claire Freedman Miss Tourie's Magical Creatures By Joy Keller Winnies magic Wand by Valerie Thomas Going to school by Anne Civardi	 Use one-handed tools and equipment, for example, making snips in paper with sci Develop their small motor skills so that they can use a range of tools competently, pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. Use a comfortable grip with good control when holding pens and pencils. PSED See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.
	 School Readiness Recap all sounds learnt Can they dress themselves Can they use the toilet independently? Can they rote count to 10? Can they draw an enclosed space? Can they express their needs?

Writing Medium Term Plan Year R

Visit/trips/extra- curricular experiences	Timeline	Genre	Supporting Texts	Oracy Skills	Key Objectives
Chatham Dockyard (Year 5) Creepy Crawly Australian Animals (Year 2) Pumpkin Picking Harvest festival (Year 1&4) Heart start (Year 6)	Term 1 (7 weeks)	Learning to learn (1 week)	Best Test by Pippa Goodhart		 Literacy Blend sounds into words, so that they can read short words made up of known Read some letter groups that each represent one sound and say sounds for the PD Develop their small motor skills so that they can use a range of tools competen tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and C&L Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been sa Use talk to help work out problems and organise thinking and activities, and to might happen. Engage in story times.
		Portrait Painting (2 weeks)	Shu Lin's Grandpa by Matt Goodfellow		 Literacy Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known Read some letter groups that each represent one sound and say sounds for the PD

scissors. Iy, safely and confidently. Suggested tools:

wn letter– sound correspondences. :hem.

ently, safely and confidently. Suggested nd spoons.

said to them. to explain how things work and why they

wn letter- sound correspondences. them.

		 Develop their small motor skills so that they can use a range of tools competer tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and C&L Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been sate Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, sor own words.
Poetry (2 weeks)	Zog and the flying Doctors by Julia Donaldson	own words. Literacy Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of knowr Read some letter groups that each represent one sound and say sounds for the Form lower-case and capital letters correctly.
		 PD Develop their small motor skills so that they can use a range of tools competer tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and efficience
		 C&L Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been so Use talk to help work out problems and organise thinking and activities, and to might happen. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, sor own words.
Name labelling (2 weeks)	Ephra the Elephant by Susan Hellard	 Learn rhymes, poems and songs. Literacy Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of knowr Read some letter groups that each represent one sound and say sounds for the Read a few common exception words matched to the school's phonic program Read simple phrases and sentences made up of words with known letter—sour necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency Form lower-case and capital letters correctly.
		 PD Develop their small motor skills so that they can use a range of tools competer tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and efficience C&L Learn new vocabulary.

tently, safely and confidently. Suggested nd spoons. said to them. some as exact repetition and some in their wn letter- sound correspondences. them. tently, safely and confidently. Suggested nd spoons. fficient. n said to them. I to explain how things work and why they some as exact repetition and some in their wn letter- sound correspondences. them. amme ound correspondences and, where ncy and their understanding and enjoyment.

tently, safely and confidently. Suggested nd spoons. Afficient.

				 Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been s Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to might happen. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, son own words. Use new vocabulary in different contexts.
0, ,	Term 2 (7 weeks)	Character descriptions (2 weeks)	Goldilocks and the Three Bears	 Literacy Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known Read some letter groups that each represent one sound and say sounds for th Read a few common exception words matched to the school's phonic program Read simple phrases and sentences made up of words with known letter–sour necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluenc Form lower-case and capital letters correctly. PD Develop their small motor skills so that they can use a range of tools compete tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and effi
Nursery Singing Christmas Cards Christingle (Year 3)				 C&L Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been s Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, son own words. Use new vocabulary in different contexts. Learn rhymes, poems and songs.
		Labelling (2 weeks)	The Three Little Pigs	Literacy Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known Read some letter groups that each represent one sound and say sounds for th Read a few common exception words matched to the school's phonic program Read simple phrases and sentences made up of words with known letter–sour necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluenc Form lower-case and capital letters correctly. PD Develop their small motor skills so that they can use a range of tools competer tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and effi

said to them.
to explain how things work and why they
ome as exact repetition and some in their
wn letter– sound correspondences. hem. imme
und correspondences and, where
icy and their understanding and enjoyment
ently, safely and confidently. Suggested ad spoons. ficient.
said to them.
ome as exact repetition and some in their
wn letter– sound correspondences. hem. Imme
und correspondences and, where
icy and their understanding and enjoyment
ently, safely and confidently. Suggested Id spoons. ficient.

Recount	The Three Billy	C&L Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been s Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, solo own words. Use new vocabulary in different contexts.
(2 weeks)	Goats Gruff	 Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known Read some letter groups that each represent one sound and say sounds for th Read a few common exception words matched to the school's phonic program Read simple phrases and sentences made up of words with known letter-sour necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluence Form lower-case and capital letters correctly. PD Develop their small motor skills so that they can use a range of tools competent tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and
		 Develop the foundations of a handwriting style which is fast, accurate and effice C&L Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been see Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, sor own words. Use new vocabulary in different contexts.
Labelling (1 week)	The Book without a Story by Carolina Rabei	Literacy Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of knowr Read some letter groups that each represent one sound and say sounds for the Read a few common exception words matched to the school's phonic program Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. PD Develop their small motor skills so that they can use a range of tools competer tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and efficient of the sound state of the st

said to them.
ome as exact repetition and some in their
vn letter– sound correspondences. hem. mme
und correspondences and, where
cy and their understanding and enjoyment.
ently, safely and confidently. Suggested Id spoons. ficient.
said to them.
ome as exact repetition and some in their
vn letter– sound correspondences. hem. mme
/s.
ently, safely and confidently. Suggested Id spoons. ficient.

				 Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, sor own words. Use new vocabulary in different contexts.
New Years Resolutions Internet Safety Day Superhero Visit	Term 3 (5 weeks)	Menu writing (2 weeks)	The Gruffalo by Julia Donaldson	 Use new vocabulary in unreferre contexts. Literacy Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of knowr Read some letter groups that each represent one sound and say sounds for the Read a few common exception words matched to the school's phonic program Re-read these books to build up their confidence in word reading, their fluence Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s PD Develop their small motor skills so that they can use a range of tools competent tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and efficient C&L Learn new vocabulary.
				 Learn new vocabulary. Use new vocabulary through the day. Describe events in some detail. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, sor own words. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with
		Speech bubbles – writing simple phrases (1 week)	Monstersaurus by Claire Freedman	 Literacy Blend sounds into words, so that they can read short words made up of known Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s PD Develop their small motor skills so that they can use a range of tools competentools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and efficient C&L Learn new vocabulary. Engage in story times. Listen to and talk about stories to build familiarity and understanding.
		Fact file (2 weeks)	Dear Dinosaur by Chae Strathie	 Literacy Blend sounds into words, so that they can read short words made up of known Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences upp

some as exact repetition and some in their wn letter- sound correspondences. them. amme ncy and their understanding and enjoyment. '/s. tently, safely and confidently. Suggested nd spoons. fficient. some as exact repetition and some in their ith new knowledge and vocabulary. wn letter- sound correspondences. /s. tently, safely and confidently. Suggested nd spoons. fficient. wn letter- sound correspondences. /s.

s using a capital letter and full stop.

				 Develop their small motor skills so that they can use a range of tools competer tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and effice C&L Learn new vocabulary Articulate their ideas and thoughts in well-formed sentences.
				Engage in story times.Listen to and talk about stories to build familiarity and understanding.
, ,	Term 4 (6 weeks)	Character description (2 weeks)	Man on the Moon by Simon Bartam	 Use new vocabulary in different contexts. Literacy Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known Read some letter groups that each represent one sound and say sounds for the Read a few common exception words matched to the school's phonic program Read simple phrases and sentences made up of words with known letter–soun necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences u PD Develop their small motor skills so that they can use a range of tools competer tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and efficient C&L
				 Learn new vocabulary. Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to might happen. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, sor own words.
		WBW (1 week)	ТВС	TBC
		Recount (1 week)	Whatever Next! By Jill Murphy	 Literacy Read simple phrases and sentences made up of words with known letter-soun necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences u Re-read what they have written to check that it makes sense.

ently, safely and confidently. Suggested nd spoons. ficient.

wn letter– sound correspondences. :hem. amme

und correspondences and, where

/s. s using a capital letter and full stop.

ently, safely and confidently. Suggested nd spoons. ficient.

to explain how things work and why they

ome as exact repetition and some in their

und correspondences and, where

ncy and their understanding and enjoyment.

/s.

s using a capital letter and full stop.

				 Develop their small motor skills so that they can use a range of tools competer tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and effice C&L Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been sa Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail.
		Comic strip (2 weeks)	Supertato by Sue Hendra & Paul Linnet	 Describe events in some detail. Literacy Read simple phrases and sentences made up of words with known letter—sour necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluence Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences u Re-read what they have written to check that it makes sense.
				 Develop their small motor skills so that they can use a range of tools competer tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and effice C&L Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been sa Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail.
Swimming (Year 5)	Term 5 (6 weeks)	Life cycle (2 weeks)	The Very Hungry Caterpillar by Eric Carle	 Literacy Read a few common exception words matched to the school's phonic program Read simple phrases and sentences made up of words with known letter-sourn necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences upper sentences.
				 PD Develop their small motor skills so that they can use a range of tools competer tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and effice C&L Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been satisfies

tently, safely and confidently. Suggested nd spoons. efficient.

n said to them.

ound correspondences and, where

ncy and their understanding and enjoyment.

/s. s using a capital letter and full stop.

tently, safely and confidently. Suggested nd spoons. efficient.

n said to them.

amme ound correspondences and, where

ncy and their understanding and enjoyment.

/s. s using a capital letter and full stop.

tently, safely and confidently. Suggested nd spoons. efficient.

n said to them.

		 Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to might happen. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, so own words. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with
Diary (2 weeks)	Jaspers Beanstalk by Nick Butterworth & Mick Inkpen	 Literacy Blend sounds into words, so that they can read short words made up of known Read a few common exception words matched to the school's phonic program Read simple phrases and sentences made up of words with known letter—sour necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences u Re-read what they have written to check that it makes sense. PD Develop their small motor skills so that they can use a range of tools competent.
		 tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and effice C&L Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been s Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Engage in story times. Retell the story, once they have developed a deep familiarity with the text, som own words. Use new vocabulary in different contexts.
Story writing (2 weeks)	When I was a Child by Andy Stanton	 Literacy Blend sounds into words, so that they can read short words made up of known Read a few common exception words matched to the school's phonic program Read simple phrases and sentences made up of words with known letter-sour necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluence Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences of Re-read what they have written to check that it makes sense.

to explain how things work and why they

some as exact repetition and some in their

ith new knowledge and vocabulary.

wn letter- sound correspondences. amme und correspondences and, where

/s. s using a capital letter and full stop.

tently, safely and confidently. Suggested nd spoons. fficient.

said to them.

some as exact repetition and some in their

wn letter- sound correspondences.

mme

und correspondences and, where

ncy and their understanding and enjoyment.

/s.

s using a capital letter and full stop.

Strings Festival	Term 6	Labelling	Handa's Surprise	 Develop their small motor skills so that they can use a range of tools competer tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and effit C&L Learn new vocabulary. Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to might happen. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, so own words.
Fathers Day Cards EYFS Fathers Day Morning Year R Parent Meetings Equality & Diversity Day Bude Residential (Year 5) Transition Day Police Day Swingate's Got Talent Sports Day Teddy Bears Picnic End of School Performance (Year 6) Classtonbury Chessington (Year 6) Summer Fayre Beach Party	(7 weeks)	(2 weeks)	Eileen Browne	 Read simple phrases and sentences made up of words with known letter–sour necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluence Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s PD Develop their small motor skills so that they can use a range of tools compete tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and effit C&L Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts.

ently, safely and confidently. Suggested nd spoons. fficient.

to explain how things work and why they

ome as exact repetition and some in their

und correspondences and, where

ncy and their understanding and enjoyment.

/s.

ently, safely and confidently. Suggested nd spoons. fficient.

l			
	Description	What a Wonderful	
	(2 weeks)	World by Bob Thiele	 Literacy Read simple phrases and sentences made up of words with known letter—sour necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluence Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences u Re-read what they have written to check that it makes sense.
			 Develop their small motor skills so that they can use a range of tools competer tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and efficient
			 C&L Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been so Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, sor own words. Use new vocabulary in different contexts.
	Instructions (2 weeks)	Oliver's Fruit Salad by Vivian French	 Literacy Read simple phrases and sentences made up of words with known letter–sour necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluence Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences u Re-read what they have written to check that it makes sense. PD Develop their small motor skills so that they can use a range of tools competer tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and Develop the foundations of a handwriting style which is fast, accurate and efficience.
			 C&L Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been s Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Engage in story times. Listen to and talk about stories to build familiarity and understanding.

und correspondences and, where ncy and their understanding and enjoyment. /s. s using a capital letter and full stop. ently, safely and confidently. Suggested nd spoons. ficient. n said to them. some as exact repetition and some in their und correspondences and, where ncy and their understanding and enjoyment. /s. s using a capital letter and full stop. tently, safely and confidently. Suggested nd spoons. ficient. n said to them.

		Retell the story, once they have developed a deep familiarity with the text, so
		own words.
		Use new vocabulary in different contexts.
Letter writing	Little Honey Bee by	Literacy
(1 week)	Caryl Lewis	 Blend sounds into words, so that they can read short words made up of know
		 Read a few common exception words matched to the school's phonic program
		 Read simple phrases and sentences made up of words with known letter–sour necessary, a few exception words.
		Form lower-case and capital letters correctly.
		 Spell words by identifying the sounds and then writing the sound with letter/s
		Write short sentences with words with known sound-letter correspondences
		Re-read what they have written to check that it makes sense.
		PD
		 Develop their small motor skills so that they can use a range of tools compete
		tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and
		Develop the foundations of a handwriting style which is fast, accurate and effi
		C&L
		Learn new vocabulary.
		 Use new vocabulary through the day.
		 Articulate their ideas and thoughts in well-formed sentences.
		 Connect one idea or action to another using a range of connectives.
		 Use talk to help work out problems and organise thinking and activities, and to
		might happen.
		Engage in story times.
		Use new vocabulary in different contexts.

some as exact repetition and some in their

wn letter- sound correspondences. amme ound correspondences and, where

r/s. s using a capital letter and full stop.

tently, safely and confidently. Suggested nd spoons. officient.

to explain how things work and why they

Medium Term Plan Year 1

Visit/trips/extra- curricular experiences	Timeline	Genre	Supporting Texts	Oracy Skills	Key Objectives
Chatham Dockyard (Year 5) Creepy Crawly Australian Animals (Year 2) Pumpkin Picking Harvest festival (Year 1&4) Heart start (Year 6)	Term 1 (7 weeks)	Learning to Learn (x1 week)	Incredible You by Nathan Reed		To understand how words combine to make sentences. Can say what they are going to write about. Can orally compose a sentence. Can use full stops to end some sentences. Can use capital letters at the start of some sentences. Begin to use capital letters for names, proper nouns and personal pronoun I. Can use spaces between words. Can hold a pencil comfortably and correctly.
		Recount (x2 weeks)	The Tiger that came to Tea by Judith Kerr		To understand how words combine to make sentences. Can say what they are going to write about. Can orally compose a sentence. Can use full stops to end some sentences. Can use capital letters at the start of some sentences. Begin to use capital letters for names, proper nouns and personal pronoun I. Can use spaces between words. Can hold a pencil comfortably and correctly.
		Setting description (x2 weeks)	Beegu by Alexis Deacon		To understand how words combine to make sentences. Can say what they are going to write about. Can orally compose a sentence. Can use full stops to end some sentences. Can use capital letters at the start of some sentences. Begin to use capital letters for names, proper nouns and personal pronoun I. Can use spaces between words. Imagination is shown in some detail e.g., description setting and characters, twist to k Can include some detail in writing to add interest for example, an adjective or simple Can join some sentences with and.

o known story. Ie simile.

		Character	Beegu by Alexis	To understand how words combine to make sentences.
		description (x2	Deacon	Can say what they are going to write about.
		weeks)	Dedeon	Can orally compose a sentence.
		weeksy		Can use full stops to end some sentences.
				Can use capital letters at the start of some sentences.
				Begin to use capital letters for names, proper nouns and personal pronoun I.
				Can use spaces between words.
				Imagination is shown in some detail e.g., description setting and characters, twist to kno
				Can include some detail in writing to add interest for example, an adjective or simple sin
				Can join some sentences with and.
Swimming (Year 3)	Term 2	Story writing (x3	Flat Stanley by Jeff	To understand how words combine to make sentences.
Remembrance Day	(7 weeks)	weeks)	Brown	Can say what they are going to write about.
Poppy assembly (Year		,		Can orally compose a sentence.
5)				Can use full stops to end some sentences.
Children in Need				Can use capital letters at the start of some sentences.
Firework night				Begin to use capital letters for names, proper nouns and personal pronoun I.
Anti-Bullying				Can use spaces between words.
Week/Odd Sock Day				Can segment, spoken words into taught phonemes before choosing a grapheme to repr
Pantomime visit		Instructions (x2	Polar Express by	To understand how words combine to make sentences.
Nativity (Year R)		weeks)	Chris Van Allsburg	Can say what they are going to write about.
Santa Visit				Can orally compose a sentence.
Christmas Jumper				Can use full stops to end some sentences.
Week				Can use capital letters at the start of some sentences.
Christmas sing-a-long				Begin to use capital letters for names, proper nouns and personal pronoun I.
(Year 2)				Can use spaces between words.
Nursery Singing				Can include some detail in writing to add interest for example, an adjective or simple sir
Christmas Cards				Can join some sentences with and.
Christingle (Year 3)				Can segment, spoken words into taught phonemes before choosing a grapheme to repr
				Can form lower case letters and digits in the correct direction, starting and finishing in the
				Can form capital letters.
		Letter	Paddington's	Can express preferences for writing
		(2 weeks)	Christmas Post by	Can write at will/independently
			Michael Bond	Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story
				Reads aloud their own writing to peers and teacher
				Can discuss their writing with peer or teacher
				Understands how words combine to make sentences
				Can say what they are going to write about
				Can orally compose a sentence
				Can sequence sentences to form short narrative
				Can include some detail in writing to add interest, for example an adjective or simple sin
				Imagination is shown by the inclusion of some details e.g. description of setting and cha
				Can use some appropriate story language e.g. Once upon a time, happily ever after
				Can re-read work to check it makes sense e.g. notices missing words or sentences
				Can re-read work to check for missing punctuation
				Can use full stops to end some sentences
				Can use capital letters at the start of some sentences
				Begins to use capital letters for names (proper nouns) and personal pronoun 'I'
				Begins to use exclamation marks and question marks
				Joins words or clauses using 'and'
				Can segment spoken words into taught phonemes before choosing a grapheme to repre
				Can use letter names to distinguish between alternative spellings of the same phoneme

e simile.

represent that phoneme, spelling some correctly.

e simile.

represent that phoneme, spelling some correctly. in the right place.

e simile characters, twist to known story

epresent that phoneme, spelling some correctly eme

				Can begin to choose and use alternative graphemes for the vowel sounds e.g. ay, ai, a-e
				Can add s or es to nouns to make plurals
				Can use prefix un correctly
				Can add ed, ing, er and est to root words where no change is needed
				Can spell many of the common exception words from English Appendix 1 in their writing
				Applies knowledge of other spelling patterns from English Appendix 1 in their writing
				Can correctly write a dictated sentence that includes words taught so far
				Can hold a pencil comfortably and correctly
				Can form lower-case letters and digits in the correct direction, starting and finishing in t
				Can form lower-case letters of the correct size relative bnnnnnnn to one another in so
				Can form capital letters
				Can use spacing between words
				Handwriting is legible
New Years	Term 3	Letter writing	The Jolly Postman	To understand how words combine to make sentences.
Resolutions	(5 weeks)	(x3 weeks)	by Allan Ahlberg	Can say what they are going to write about.
Internet Safety Day	,		,	Can orally compose a sentence.
Superhero Visit				Can use full stops to end some sentences.
1				Can use capital letters at the start of some sentences.
				Begin to use capital letters for names, proper nouns and personal pronoun I.
				Can use spaces between words.
				Can include some detail in writing to add interest for example, an adjective or simple si
				Can join some sentences with and.
				Can segment, spoken words into taught phonemes before choosing a grapheme to repr
				Can form lower case letters and digits in the correct direction, starting and finishing in t
				Can form capital letters.
				Can begin to choose and use alternative graphemes for the vowel sounds e.g., ay ai a_e
				Can use the prefix un correctly.
		Character	The Bear who	To understand how words combine to make sentences.
		description (x2	Stared by Duncan	Can say what they are going to write about.
		weeks)	Beedie	Can orally compose a sentence.
				Can use full stops to end some sentences.
				Can use capital letters at the start of some sentences.
				Begin to use capital letters for names, proper nouns and personal pronoun I.
				Can use spaces between words.
				Imagination is shown in some detail e.g., description setting and characters, twist to known
				Can include some detail in writing to add interest for example, an adjective or simple sin
				Can join some sentences with and.
				Can add s or es to nouns to make plurals.
				Can use prefix un- correctly.
				Can add -ed, -ing, -er and -est to root words where no change is needed.
Medway Music	Term 4	Instructions (x2	How to sneak your	Can orally compose a sentence
Festival	(6 weeks)	weeks)	monster into	Can re-read work to check it makes sense e.g. notices missing words or sentences
World Book Week		•	school by	Can re-read work to check for missing punctuation
Mothers Day Cards			Christopher Francis	Can use full stops to end some sentences
EYFS Mothers Day				Can use capital letters at the start of some sentences
Morning				Joins words or clauses using 'and'
-				
Easter Quiz				Can segment spoken words into taught phonemes before choosing a grapheme to repre-
Nursery Egg rolling				Can use letter names to distinguish between alternative spellings of the same phoneme
competition				Can begin to choose and use alternative graphemes for the vowel sounds e.g. ay, ai, a-e
Sports Relief				Can add s or es to nouns to make plurals

a	-	е

1	nσ
	••ь

g in the right place in some of the writing

le simile.

represent that phoneme, spelling some correctly. g in the right place.

i a_e

known story. le simile.

represent that phoneme, spelling some correctly ieme , а-е

Easter cards				Can use prefix un correctly
				Can spell many of the common exception words from English Appendix 1 in their writi
				Can hold a pencil comfortably and correctly
				Can form lower-case letters and digits in the correct direction, starting and finishing in
				Can form lower-case letters of the correct size relative to one another in some of the
				Can form capital letters
				Can use spacing between words
				Handwriting is legible
		World book	ТВС	
		week (1 week)		
		Story writing (x3	The Three Little	Can write at will/independently
		weeks)	Pigs and The Big	Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story
			Bad Book by Lucy	Reads aloud their own writing to peers and teacher
			Rowland	Can say what they are going to write about
				Can orally compose a sentence
				Can sequence sentences to form short narrative
				Can include some detail in writing to add interest, for example an adjective or simple s
				Imagination is shown by the inclusion of some details e.g. description of setting and ch
				Can use some appropriate story language e.g. Once upon a time, happily ever after
				Can re-read work to check it makes sense e.g. notices missing words or sentences
				Can re-read work to check for missing punctuation
				Can use full stops to end some sentences
				Can use capital letters at the start of some sentences
				Begins to use capital letters for names (proper nouns) and personal pronoun 'I'
				Joins words or clauses using 'and'
				Can segment spoken words into taught phonemes before choosing a grapheme to rep Can hold a pencil comfortably and correctly
				Can form lower-case letters and digits in the correct direction, starting and finishing in
				Can form lower-case letters of the correct size relative to one another in some of the
				Can use spacing between words
				Handwriting is legible
Swimming (Year 5)	Term 5	Letter writing	Dear Dinosaur by	To understand how words combine to make sentences.
Strings Festival	(6 weeks)	(x2 weeks)	Chae Strathie	Can say what they are going to write about.
Fathers Day Cards				Can orally compose a sentence.
EYFS Fathers Day				Can use full stops to end some sentences.
Morning				Can use capital letters at the start of some sentences.
Year R Parent				Begin to use capital letters for names, proper nouns and personal pronoun I.
Meetings				Can use spaces between words.
Equality & Diversity				Can include some detail in writing to add interest for example, an adjective or simple s
Day				Can join some sentences with and.
Bude Residential				Can segment, spoken words into taught phonemes before choosing a grapheme to rep
(Year 5)				Can form lower case letters and digits in the correct direction, starting and finishing in
Transition Day				Can form capital letters.
Police Day				Begins to use exclamation marks and question marks.
Swingate's Got Talent		Poetry (x2	Perfectly Peculiar	To understand how words combine to make sentences.
Sports Day		weeks)	Pets by Elli	Can say what they are going to write about.
Teddy Bears Picnic		- /	Woollard & Anja	Can orally compose a sentence.
End of School			Boretski	Can use full stops to end some sentences. Can add s or es to nouns to make plurals.
Performance (Year 6)				Can use prefix un- correctly.
	1	1		······································
Classtonbury				Can add -ed, -ing, -er and -est to root words where no change is needed.

ting
in the right place writing
e simile characters, twist to known story
present that phoneme, spelling some correctly
in the right place writing
e simile.
epresent that phoneme, spelling some correctly. in the right place.

Summer Fayre				Begin to use capital letters for names, proper nouns and personal pronoun I.
Beach Party				Can use spaces between words.
				Can include some detail in writing to add interest for example, an adjective or simple s Can join some sentences with and.
				Can segment, spoken words into taught phonemes before choosing a grapheme to rep Can form lower case letters and digits in the correct direction, starting and finishing in Can form capital letters.
				Begins to use exclamation marks and question marks.
				Can generate ideas from a stimulus e.g., picture, prop, clip, drama, story etc.
				Can discuss their writing with peer or teacher.
				Can re-read work to check it makes sense e.g., notices missing words or sentences.
				Can re-read work to check for missing punctuation.
				Can add s or es to nouns to make plurals.
		Recount (2	On the Way Home	Can write at will/independently
		weeks)	by Jill Murphy	Can discuss their writing with peer or teacher
		weeksy		Understands how words combine to make sentences
				Can say what they are going to write about
				Can orally compose a sentence
				Can re-read work to check it makes sense e.g. notices missing words or sentences
				Can re-read work to check for missing punctuation
				Can use full stops to end some sentences
				Can use capital letters at the start of some sentences
				Joins words or clauses using 'and'
				Can hold a pencil comfortably and correctly
				Can form lower-case letters and digits in the correct direction, starting and finishing in
				Can form lower-case letters of the correct size relative to one another in some of the
				Can use spacing between words
				Handwriting is legible
	Term 6	Fact File (x2	What makes me a	To understand how words combine to make sentences.
	(7 weeks)	weeks)	me? By Ben Faulks	Can say what they are going to write about.
		Character	The Koala Who	Can orally compose a sentence.
		description (x2	Could by Rachel	Can use full stops to end some sentences.
		weeks)	Bright	Can use capital letters at the start of some sentences.
		Letter writing	Dear Teacher by	Begin to use capital letters for names, proper nouns and personal pronoun I.
		(x3 weeks)	Amy Husband	Can use spaces between words.
				Can include some detail in writing to add interest for example, an adjective or simple s
				Can join some sentences with and.
				Can segment, spoken words into taught phonemes before choosing a grapheme to re
				Can form lower case letters and digits in the correct direction, starting and finishing in
				Can form capital letters.
				Begins to use exclamation marks and question marks.
				Can generate ideas from a stimulus e.g., picture, prop, clip, drama, story etc.
				Can discuss their writing with peer or teacher.
				Can re-read work to check it makes sense e.g., notices missing words or sentences.
				Can re-read work to check for missing punctuation.
				Can add s or es to nouns to make plurals.
				Can use prefix un- correctly.
				Can add -ed, -ing, -er and -est to root words where no change is needed.

e simile.

represent that phoneme, spelling some correctly. in the right place.

in the right place e writing

e simile.

represent that phoneme, spelling some correctly. in the right place.

Medium Term Plan Year 2

Visit/trips/extra- curricular	Timeline	Genre	Supporting Texts	Oracy Skills	Key Objectives
experiences Chatham Dockyard (Year 5) Creepy Crawly Australian Animals (Year 2) Pumpkin Picking Harvest festival (Year 1&4) Heart start (Year 6)	Term 1 (7 weeks)	Learning to learn (1 week) Character description (2 weeks)	Introduce whole class read (Appropriate to class) Meerkat Mail by Emily Gravett Giraffes can't dance by Giles Andreae		Clear differentiation between ascenders and descenders Can use the diagonal and horizontal strokes needed to join some letters Can draw on their reading to inform vocabulary and grammar of their writing Imagination is shown by the inclusion of further details e.g. description of setting and characters, twist Can use commas to separate items in a list Clear differentiation between ascenders and descenders Can use the diagonal and horizontal strokes needed to join some letters
		Story writing (2 weeks)	Taco Parrot by Gustavo Rodriguez Three Billy Goats Gruff by Mara Alperin		Can write with increasing fluency and stamina Can draw on their reading to inform vocabulary and grammar of their writing Imagination is shown by the inclusion of further details e.g. description of setting and characters, twist Can use a variety of organisational devices when writing for different purposes Can sustain the use of the correct tense across a range of text types e.g. story, letter Can proof read to check for missing punctuation Clear differentiation between ascenders and descenders Can use the diagonal and horizontal strokes needed to join some letters
		Instructions (2 weeks)	Wombat Stew by Marcia Vaughan		Can use a variety of organisational devices when writing for different purposes Can sustain the use of the correct tense across a range of text types e.g. story, letter Can proof read to check for missing punctuation Can use commas to separate items in a list Can indicate possession by using the possessive apostrophe for singular nouns e.g. The boy's ball Joins clauses using subordination e.g. if, when, because Clear differentiation between ascenders and descenders Can use the diagonal and horizontal strokes needed to join some letters

vist to known story, suspense

Swimming (Year 3) Remembrance Day Poppy assembly (Year 5) Children in Need	Term 2 (7 weeks)	Poetry (2 weeks)	Stars with Flaming Tails by Valerie Bloom	Can draw on their reading to inform vocabulary and grammar of their writing Can use a variety of organisational devices when writing for different purposes Can proof read to check for missing punctuation Can read own and peers' writing and make suggestions for improvements Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't Clear differentiation between ascenders and descenders			
Firework night Anti-Bullying Week/Odd Sock Day Pantomime visit Nativity (Year R) Santa Visit		Story writing (3 weeks)	A Christmas Carol by Tony Mitton	Can use the diagonal and horizontal strokes needed to join some letters Can write with increasing fluency and stamina Can draw on their reading to inform vocabulary and grammar of their writing Imagination is shown by the inclusion of further details e.g. description of setting and characters, twist Can sustain the use of the correct tense across a range of text types e.g. story, letter Can proof read to check for spelling errors Can use commas to separate items in a list			
Christmas Jumper Week Christmas sing-a-long (Year 2)				Joins clauses using subordination e.g. if, when, because Use a variety of punctuation accurately in writing (including beginning to use inverted commas) Can add suffixes, from English Appendix 1, to spell most words correctly e.g. ment, ness, ful, less, ly Clear differentiation between ascenders and descenders Can use the diagonal and horizontal strokes needed to join some letters			
Nursery Singing Christmas Cards Christingle (Year 3)		Letter writing (2 week)	Dear Father Christmas by Alan Durant	Can use a variety of organisational devices when writing for different purposes Can sustain the use of the correct tense across a range of text types e.g. story, letter Can use commas to separate items in a list Joins clauses using subordination e.g. if, when, because Use a variety of punctuation accurately in writing (including beginning to use inverted commas) Understands and can use the rule for dropping the e for root word ending in e to add ing, ed, er, est Clear differentiation between ascenders and descenders Can use the diagonal and horizontal strokes needed to join some letters			
New Years Resolutions Internet Safety Day Superhero Visit	Term 3 (5 weeks)	Diary writing (x1 week)	Mr Wolf's Pancakes by Jan Fearnley	Can use a variety of organisational devices when writing for different purposes Can sustain the use of the correct tense across a range of text types e.g. story, letter Can proof read to check for spelling errors Can proof read to check for missing punctuation Can read own and peers' writing and make suggestions for improvements Can spell most of the common exception words from English Appendix 1 in their writing Understands and can use the rule for dropping the e for root word ending in e to add ing, ed, er, est of Understands and can use the rule for doubling a consonant to add ing, ed, er, est, y e.g. pat - patting			
		Story writing (2 weeks)	Queen Victoria's bathing machine by Gloria Whelan	Can write with increasing fluency and stamina Can draw on their reading to inform vocabulary and grammar of their writing Imagination is shown by the inclusion of further details e.g. description of setting and characters, twis Can sustain the use of the correct tense across a range of text types e.g. story, letter Can proof read to check for spelling errors Can proof read to check for missing punctuation Joins clauses using subordination e.g. if, when, because Use a variety of punctuation accurately in writing (including beginning to use inverted commas) Can add suffixes, from English Appendix 1, to spell most words correctly e.g. ment, ness, ful, less, ly Clear differentiation between ascenders and descenders Can use the diagonal and horizontal strokes needed to join some letters			
		Story Writing (2 weeks)	Grandads Island by Benji Davies	Can write with increasing fluency and stamina Can draw on their reading to inform vocabulary and grammar of their writing Imagination is shown by the inclusion of further details e.g. description of setting and characters, twis Can sustain the use of the correct tense across a range of text types e.g. story, letter Can proof read to check for spelling errors Can proof read to check for missing punctuation Joins clauses using subordination e.g. if, when, because Use a variety of punctuation accurately in writing (including beginning to use inverted commas) Can add suffixes, from English Appendix 1, to spell most words correctly e.g. ment, ness, ful, less, ly Clear differentiation between ascenders and descenders Can use the diagonal and horizontal strokes needed to join some letters			
Medway Music Festival World Book Week Mothers Day Cards EYFS Mothers Day Morning	Term 4 (6 weeks)	Setting description (1 week)	Don't look in this book by Samuel Langley-Swain	Can write with increasing fluency and stamina Can draw on their reading to inform vocabulary and grammar of their writing Imagination is shown by the inclusion of further details e.g. description of setting and characters, twis Can proof read to check for missing punctuation Can use commas to separate items in a list Understands and can use the rule for dropping the e for root word ending in e to add ing, ed, er, est e Understands and can use the rule for doubling a consonant to add ing, ed, er, est, y e.g. pat - patting Adds ed, ing, ness, less, er and est accurately to root words ending in y with a consonant before it e. Can add suffixes, from English Appendix 1, to spell most words correctly e.g. ment, ness, ful, less, ly			

wist to known story, suspense , ly st e.g. make - making st e.g. make - making ing wist to known story, suspense , ly wist to known story, suspense , ly wist to known story, suspense est e.g. make - making ting it e.g. copy - copied, silly - silliness ly

E sta 2			TRC	
Easter Quiz Nursery Egg rolling competition Sports Relief Easter cards		World book week (1 week)	TBC	
World Book Day (2 nd March)		Recount (2 weeks)	Diary of a wombat by Jackie French	Can use a variety of organisational devices when writing for different purposes Can sustain the use of the correct tense across a range of text types e.g. story, letter Can proof read to check for spelling errors Can proof read to check for missing punctuation Can read own and peers' writing and make suggestions for improvements Can spell most of the common exception words from English Appendix 1 in their writing Understands and can use the rule for dropping the e for root word ending in e to add ing, ed, er, est e Understands and can use the rule for doubling a consonant to add ing, ed, er, est, y e.g. pat - patting
		Character description (2 weeks)	Fungus the Bogeyman by Raymond Briggs	Imagination is shown by the inclusion of further details e.g. description of setting and characters, twist Can proof read to check for spelling errors Can proof read to check for missing punctuation Joins clauses using subordination e.g. if, when, because Can explain the meaning of and apply the different spelling of some homophones and near homophones see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight Clear differentiation between ascenders and descenders Can use the diagonal and horizontal strokes needed to join some letters
Swimming (Year 5)	Term 5 (6 weeks)	Recount (3 weeks)	Coming to England by Floella Benjamin	Can sustain the use of the correct tense across a range of text types e.g. story, letter Can indicate possession by using the possessive apostrophe for singular nouns e.g. The boy's ball Joins clauses using subordination e.g. if, when, because Use a variety of punctuation accurately in writing (including beginning to use inverted commas) Can spell most of the common exception words from English Appendix 1 in their writing Understands and can use the rule for doubling a consonant to add ing, ed, er, est, y e.g. pat - patting Adds ed, ing, ness, less, er and est accurately to root words ending in y with a consonant before it e.
		Letter writing (x3 weeks)	The Day the Crayons Quit by Drew Daywalt	Can use a variety of organisational devices when writing for different purposes Can sustain the use of the correct tense across a range of text types e.g. story, letter Understands and can use the rule for dropping the e for root word ending in e to add ing, ed, er, est e Understands and can use the rule for doubling a consonant to add ing, ed, er, est, y e.g. pat - patting Adds ed, ing, ness, less, er and est accurately to root words ending in y with a consonant before it e. Can add suffixes, from English Appendix 1, to spell most words correctly e.g. ment, ness, ful, less, ly
Strings Festival Fathers Day Cards EYFS Fathers Day Morning	Term 6 (7 weeks)Newspaper report (x3 weeks)Story writing (x3 weeks)Letter writing (x1 week)	report (x3 weeks)	The Lost Homework by Richard O'Neill	Can write with increasing fluency and stamina Can draw on their reading to inform vocabulary and grammar of their writing Imagination is shown by the inclusion of further details e.g. description of setting and characters, twis Can use a variety of organisational devices when writing for different purposes Can sustain the use of the correct tense across a range of text types e.g. story, letter
Year R Parent Meetings Fouality & Diversity			Inside the Villains by Clotilde Perrin	Can proof read to check for spelling errors Can proof read to check for missing punctuation Can read own and peers' writing and make suggestions for improvements Can use commas to separate items in a list
Equality & Diversity Day Bude Residential (Year 5) Transition Day		Dear Dragon by Josh Funk	Can indicate possession by using the possessive apostrophe for singular nouns e.g. The boy's ball Joins clauses using subordination e.g. if, when, because Use a variety of punctuation accurately in writing (including beginning to use inverted commas) Can explain the meaning of and apply the different spelling of some homophones and near homophor see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't	
Police Day Swingate's Got Talent Sports Day Teddy Bears Picnic End of School Performance (Year 6) Classtonbury				Can spell most of the common exception words from English Appendix 1 in their writing Understands and can use the rule for dropping the e for root word ending in e to add ing, ed, er, est e Understands and can use the rule for doubling a consonant to add ing, ed, er, est, y e.g. pat - patting Adds ed, ing, ness, less, er and est accurately to root words ending in y with a consonant before it e. Can add suffixes, from English Appendix 1, to spell most words correctly e.g. ment, ness, ful, less, ly Clear differentiation between ascenders and descenders Can use the diagonal and horizontal strokes needed to join some letters.
Chessington (Year 6) Summer Fayre Beach Party				

```
t e.g. make - making
ng
vist to known story, suspense
hones e.g. there/their/they're, here/hear, quite/quiet,
 . . .
ng
e.g. copy - copied, silly - silliness
t e.g. make - making
ng
e.g. copy - copied, silly - silliness
vist to known story, suspense
 . . .
hones e.g. there/their/they're, here/hear, quite/quiet,
t e.g. make - making
ng
e.g. copy - copied, silly - silliness
```

Medium Term Plan Year 3

Visit/trips/extra- curricular experiences	Timeline	Genre	Supporting Texts	Oracy Skills	Key Objectives Objectives from Pixl have been listed for each writing focus. Along with these teachers need to ensure the follow • Spelling and handwriting objectives from pixl to be taught at all times • Ensure to cover narrative/non narrative objectives from table when these genres are taught
Chatham Dockyard (Year 5)	Term 1 (7 weeks)	Learning to learn (1 week)	Introduce term class read		
(Year 5) Creepy Crawly Australian Animals (Year 2) Pumpkin Picking Harvest festival (Year 1&4) Heart start (Year 6)		Setting description (2 weeks) Character description (1 week)	The Tale of a Toothbrush by M G Leonard The Wolf's story by Toby Forward		Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Can compose and rehearse sentences orally (including dialogue) Can write with fluency and stamina Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond. Can use at least one adjective to modify nouns e.g. a soft, moaning sound. Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pinea Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. stor Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Can compose and rehearse sentences orally (including dialogue) Can write with fluency and stamina Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond. Can use at least one adjective to modify nouns e.g. a soft, moaning sound.
		Story writing (3 weeks)	Mr Men in London by Adam Hargreaves		Can use full stops accurately to demarcate sentences. Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pinea Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. stor Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (Can use adverbs to qualify verbs e.g. he ran slowly. Is beginning to use adverbial phrases to give information about time or manner i.e. Before break, I ate some cr Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story. Can use pronouns to avoid repetition e.g. he, they, our.

neapple on it. story mapping, writing frames, key notes etc. neapple on it. story mapping, writing frames, key notes etc. ts (beginning, end, setting, character description etc) e crisps... or Extremely carefully, I crossed the road....

				Can use full stops accurately to demarcate sentences.
				Can use capital letters accurately, including for proper nouns.
				Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap
				Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house.
				Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. story
				Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan
Swimming (Year 3)	Term 2	Instructions (2	How to wash a Woolly	Can use full stops accurately to demarcate sentences.
Remembrance Day	(7 weeks)	weeks)	Mammoth by Michelle	Can use capital letters accurately, including for proper nouns.
Poppy assembly (Year 5)	(7 WCCK3)	Weeksy	Robinson	Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap
Children in Need			Nobilison	Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't.
Firework night				Some evidence of writing for effect e.g. persuasive, informative, entertain.
Anti-Bullying Week/Odd		Story writing (3	Perfectly Norman by	Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (b
Sock Day		weeks)	Tom Percival	Can show some variety in sentence structure e.g. using a mixture of short sentences with long ones.
Pantomime visit		Weeksy		Sentences sometimes begin in a different way e.g. using an adverb (Nervously, she walked into the room) or ph
Nativity (Year R)				Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond.
Santa Visit				Can use adverbs to qualify verbs e.g. he ran slowly.
Christmas Jumper Week				Is beginning to use adverbal phrases to give information about time or manner i.e. Before break, I ate some cris
Christmas sing-a-long				Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story.
(Year 2)				Can use pronouns to avoid repetition e.g. he, they, our.
Nursery Singing				Can use full stops accurately to demarcate sentences.
Christmas Cards				Can use capital letters accurately, including for proper nouns.
Christingle (Year 3)				Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house.
christingle (real 5)				Can punctuate simple direct speech accurately using speech marks
				Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. story
				Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan.
				Some detail in writing adds interest, humour, suspense or surprise
				Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the description
				Can proof read to check for spelling errors
		De etre (2 meetre)	The Marie Daw Deams	Can proof read to check for missing punctuation
		Poetry (2 weeks)	The Magic Box: Poems	Can express preferences for writing
			for children by Kit	Can write at will/independently
			Wright	Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'
				Can discuss their writing outcomes and their effect on the audience
				Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to
				Can show some variety in sentence structure e.g using a mixture of short sentences with long ones.
				Can use simple similes e.g. It was as yellow as the sun
				Some detail in writing adds interest, humour, suspense or surprise.
				Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, p
Now Voars Bosolutions			Dear Greenpeace by	Con express preterences for writing
New Years Resolutions	Term 3	Letter writing (2	. ,	Can express preferences for writing
Internet Safety Day	Term 3 (5 weeks)	Letter writing (2 weeks)	Simon James	Can write at will/independently
Internet Safety Day		• ·	. ,	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'
Internet Safety Day		• ·	. ,	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to
		• ·	. ,	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences.
Internet Safety Day		• ·	. ,	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns.
Internet Safety Day		• ·	. ,	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks
Internet Safety Day		• ·	. ,	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap
Internet Safety Day		• ·	. ,	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't.
Internet Safety Day		• ·	. ,	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for.
Internet Safety Day		• ·	. ,	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't.
Internet Safety Day		• ·	. ,	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for.
Internet Safety Day		• ·	. ,	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for. Demonstrates simple viewpoint through third and first person. Expresses opinions in simple terms. Can proof read to check for spelling errors
Internet Safety Day		• ·	. ,	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for. Demonstrates simple viewpoint through third and first person. Expresses opinions in simple terms.
Internet Safety Day		• ·	. ,	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for. Demonstrates simple viewpoint through third and first person. Expresses opinions in simple terms. Can proof read to check for spelling errors
Internet Safety Day		weeks)	Simon James	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for. Demonstrates simple viewpoint through third and first person. Expresses opinions in simple terms. Can proof read to check for spelling errors Can proof read to check for missing punctuation
Internet Safety Day		weeks)	Simon James	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for. Demonstrates simple viewpoint through third and first person. Expresses opinions in simple terms. Can proof read to check for spelling errors Can proof read to check for missing punctuation Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'
Internet Safety Day		weeks)	Simon James	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap Can use an apostrophe for omissions (contractions) e.g. can't, didn't, l'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for. Demonstrates simple viewpoint through third and first person. Expresses opinions in simple terms. Can proof read to check for spelling errors Can proof read to check for missing punctuation Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (b
Internet Safety Day		weeks)	Simon James	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for. Demonstrates simple viewpoint through third and first person. Expresses opinions in simple terms. Can proof read to check for spelling errors Can proof read to check for missing punctuation Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (b Can write with fluency and stamina
Internet Safety Day		weeks)	Simon James	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for. Demonstrates simple viewpoint through third and first person. Expresses opinions in simple terms. Can proof read to check for spelling errors Can proof read to check for spelling errors Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (b Can write with fluency and stamina Can discuss their writing outcomes and their effect on the audience Can show some variety in sentence structure e.g using a mixture of short sentences with long ones.
Internet Safety Day		weeks)	Simon James	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineap Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for. Demonstrates simple viewpoint through third and first person. Expresses opinions in simple terms. Can proof read to check for spelling errors Can proof read to check for missing punctuation Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (b Can write with fluency and stamina Can discuss their writing outcomes and their effect on the audience Can show some variety in sentence structure e.g using a mixture of short sentences with long ones. Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond.
Internet Safety Day		weeks)	Simon James	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for. Demonstrates simple viewpoint through third and first person. Expresses opinions in simple terms. Can proof read to check for spelling errors Can proof read to check for sising punctuation Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (b Can write with fluency and stamina Can discuss their writing outcomes and their effect on the audience Can show some variety in sentence structure e.g using a mixture of short sentences with long ones. Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond. Can use at least one adjective to modify nouns e.g. a soft, moaning sound.
Internet Safety Day		weeks)	Simon James	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for. Demonstrates simple viewpoint through third and first person. Expresses opinions in simple terms. Can proof read to check for spelling errors Can proof read to check for spelling errors Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (b Can write with fluency and stamina Can discuss their writing outcomes and their effect on the audience Can show some variety in sentence structure e.g using a mixture of short sentences with long ones. Can use artiest pictores to describe people, objects and settings e.g. glittering diamond. Can use adverbs to qualify verbs e.g. he ran slowly.
Internet Safety Day		weeks)	Simon James	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for. Demonstrates simple viewpoint through third and first person. Expresses opinions in simple terms. Can proof read to check for spelling errors Can proof read to check for sising punctuation Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (b Can write with fluency and stamina Can discuss their writing outcomes and their effect on the audience Can show some variety in sentence structure e.g using a mixture of short sentences with long ones. Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond. Can use at least one adjective to modify nouns e.g. a soft, moaning sound.

neapple on it.

story mapping, writing frames, key notes etc. n..

neapple on it.

ts (beginning, end, setting, character description etc)

r phrases (Without a doubt, this was the best party ever).

e crisps... or Extremely carefully, I crossed the road....

story mapping, writing frames, key notes etc.

ription of characters feelings.

he tone and volume so that the meaning is clear

ing, punctuation and vocabulary.

he tone and volume so that the meaning is clear

narks. neapple on it.

rts (beginning, end, setting, character description etc)

e crisps... or Extremely carefully, I crossed the road....

Medway Music Festival World Book Week Mothers Day Cards EYFS Mothers Day Morning Easter Quiz Nursery Egg rolling competition Sports Relief Easter cards	Term 4 (6 weeks)	Recount (2 weeks)	Little Red by Bethan Woolvin	Can use capital letters accurately, including for proper nouns. Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house. Can punctuate simple direct speech accurately using speech marks Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. stor Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan. Some detail in writing adds interest, humour, suspense or surprise. Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the description for proof read to check for spelling errors Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story. Can use tull stops accurately to demarcate sentences. Can use capital letters accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pine Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. Is able to explain the purpose and context of their writing, as well as who it is for. Some evidence of writing for effect e.g. persuasive, informative, entertain. Can proof read to check for missing punctuation Can use compas accurately or effect e.g. persuasive, informative, entertain. Can proof read to check for spelling errors Can use of writing for effect e.g. persuasive, informative, entertain.
		World book week (1 week)	ТВС	next steps for their next piece of writing
		Story writing (3 weeks)	Arthur and the Golden Rope by Joe Todd Stanton	Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts Can write with fluency and stamina Can show some variety in sentence structure e.g using a mixture of short sentences with long ones. Sentences sometimes begin in a different way e.g. using an adverb (Nervously, she walked into the room) or p Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond. Can use at least one adjective to modify nouns e.g. a soft, moaning sound. Can use adverbs to qualify verbs e.g. he ran slowly. Is beginning to use adverbial phrases to give information about time or manner i.e. Before break, I ate some of Can use simple similes e.g. It was as yellow as the sun Can use pronouns to avoid repetition e.g. he, they, our. Can use full stops accurately and consistently across a range of text types e.g. recount, letter or story. Can use full stops accurately to demarcate sentences. Can use full stops accurately to demarcate sentences. Can use calital letters accurately for surprise, excitement and shock. Does not over use exclamation mar Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house. Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. stor Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan. Some detail in writing adds interest, humour, suspense or surprise. Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect. Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the descrip Can proof read to check for spelling errors Can proof read to check for smissing punctuation
Swimming (Year 5)	Term 5 (6 weeks)	Diary (3 weeks)	Diary of a Killer Cat by Anne Fine	Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Can compose and rehearse sentences orally (including dialogue) Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts Can write with fluency and stamina Can discuss their writing outcomes and their effect on the audience Can show some variety in sentence structure e.g using a mixture of short sentences with long ones. Sentences sometimes begin in a different way e.g. using an adverb (Nervously, she walked into the room) or p Can use at least one adjective to modify nouns e.g. a soft, moaning sound. Can use adverbs to qualify verbs e.g. he ran slowly. Is beginning to use adverbial phrases to give information about time or manner i.e. Before break, I ate some c Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation mar Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house. Demonstrates simple viewpoint through third and first person.

story mapping, writing frames, key notes etc.

ription of characters feelings.

neapple on it.

ey have met the success criteria and setting themselves

ts (beginning, end, setting, character description etc)

r phrases (Without a doubt, this was the best party ever).

e crisps... or Extremely carefully, I crossed the road....

narks.

story mapping, writing frames, key notes etc.

ription of characters feelings.

ts (beginning, end, setting, character description etc)

r phrases (Without a doubt, this was the best party ever).

e crisps... or Extremely carefully, I crossed the road....

narks.

		-		
				Can proof read to check for spelling errors
				Can proof read to check for missing punctuation
				Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have next steps for their next piece of writing
		Fact file (3 weeks)	We are Superheroes by	Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'
			Emma Grange	Can compose and rehearse sentences orally (including dialogue)
				Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (I
				Can write with fluency and stamina
				Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond.
				Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story.
				Can use pronouns to avoid repetition e.g. he, they, our.
				Can use full stops accurately to demarcate sentences.
				Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation mark
				Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pinea
				Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't.
				Is able to explain the purpose and context of their writing, as well as who it is for.
				Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. stor
				Demonstrates simple viewpoint through third and first person.
				Expresses opinions in simple terms.
				Can proof read to check for spelling errors
				Can proof read to check for missing punctuation
				Can read peers' writing and make suggestions for improvement against the success criteria and about spelling,
Strings Festival	Term 6	Newspaper report	Building Boy by Ross	By the end of the year child should be able to:
Fathers Day Cards	(7 weeks)	(3 weeks)	Montgomery	Can express preferences for writing
EYFS Fathers Day Morning		Setting description	The Tin Forest by Helen	Can write at will/independently
Year R Parent Meetings		(2 weeks)	Ward	Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'
Equality & Diversity Day		Character	Wisp by Zana Frallion	Can compose and rehearse sentences orally (including dialogue)
Bude Residential (Year 5)		description (2		Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (b
Transition Day		weeks)		Can write with fluency and stamina
Police Day				Can discuss their writing outcomes and their effect on the audience
Swingate's Got Talent				Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the to
Sports Day Teddy Bears Picnic				Can show some variety in sentence structure e.g using a mixture of short sentences with long ones. Sentences sometimes begin in a different way e.g. using an adverb (Nervously, she walked into the room) or ph
End of School				Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond.
Performance (Year 6)				Can use at least one adjective to modify nouns e.g. a soft, moaning sound.
Classtonbury				Can use adverbs to qualify verbs e.g. he ran slowly.
Chessington (Year 6)				Is beginning to use adverbial phrases to give information about time or manner i.e. Before break, I ate some cri
Summer Fayre				Can use simple similes e.g. It was as yellow as the sun
Beach Party				Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story.
-				Can use pronouns to avoid repetition e.g. he, they, our.
				Can use full stops accurately to demarcate sentences.
				Can use capital letters accurately, including for proper nouns.
				Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation mark
				Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pinear
				Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house.
				Can indicate possession by using the possessive apostrophe for singular nouns. E.g. The girl's scooter
				Can punctuate simple direct speech accurately using speech marks
				Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't.
				Is able to explain the purpose and context of their writing, as well as who it is for.
				Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. stor
				Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan. Some detail in writing adds interest, humour, suspense or surprise.
				Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect.
				Some evidence of writing for effect e.g. persuasive, informative, entertain.
				Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the descript
				Demonstrates simple viewpoint through third and first person.
				Expresses opinions in simple terms.
				Can propose changes to grammar and vocabulary to improve consistency and quality
				Can proof read to check for spelling errors
				Can proof read to check for spelling errors Can proof read to check for missing punctuation
				Can proof read to check for spelling errors Can proof read to check for missing punctuation Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they highlighting the parts of the

ey have met the success criteria and setting themselves

ts (beginning, end, setting, character description etc)

narks. neapple on it.

story mapping, writing frames, key notes etc.

ng, punctuation and vocabulary.

ts (beginning, end, setting, character description etc)

he tone and volume so that the meaning is clear

r phrases (Without a doubt, this was the best party ever).

e crisps... or Extremely carefully, I crossed the road....

narks. neapple on it.

story mapping, writing frames, key notes etc.

ription of characters feelings.

ey have met the success criteria and setting themselves

			Can read peers' writing and make suggestions for improvement against the success criteria and about spelling

Medium Term Plan Year 4

Visit/trips/extra- curricular experiences	Timeline	Genre	Supporting Texts	Oracy Skills	Key Objectives Objectives from Pixl have been listed for each writing focus. Along with these teachers need to ensure the follow • Spelling and handwriting objectives from pixl to be taught at all times • Ensure to cover narrative/non narrative objectives from table when these genres are taught
Chatham Dockyard (Year 5) Creepy Crawly Australian Animals (Year 2) Pumpkin Picking Harvest festival (Year 1&4) Heart start (Year 6)	Term 1 (7 weeks)	Learning to Learn (x1 week) Setting description (2 weeks) Character description (1	Introduce termly read The Snowy Day by Ezra Jack The Snowy Day by Ezra Jack		Can generate multiple feasible ideas from a stimulus Can write whole and part texts with fluency and stamina Can use a mixture of sentence types, sometimes varying their structure Can extend sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, Sentences are grammatically accurate, giving relevant and precise information Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately Can consistently use capital letters for proper nouns Commas are usually used in a list Is beginning to use commas after fronted adverbials Is progressively building a varied and rich vocabulary Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion of deta the description of characters feelings. Can proof read to check for spelling errors Can write whole and part texts with fluency and stamina
		week)			Can use a mixture of sentence types, sometimes varying their structure Can extend sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, Sentences are grammatically accurate, giving relevant and precise information

ng, punctuation and vocabulary.

ollowing:

n, if, because, although

f details e.g. direct speech, description of setting and

n, if, because, although

				Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately Can consistently use capital letters for proper nouns Commas are usually used in a list Is beginning to use commas after fronted adverbials Is progressively building a varied and and rich vocabulary Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion of details e.g. direct speech, description of setting and the description of characters feelings. Can proof read to check for spelling errors
		Story writing (3 weeks)	The Panda Problem by Deborah Underwood	Can evaluate and discuss themselves as a writer Can write at will and independently Can generate multiple feasible ideas from a stimulus Can write whole and part texts with fluency and stamina
				Can use a mixture of sentence types, sometimes varying their structure Can use adverbials in different positions in a sentence e.g. Can extend sentences with more than one clause by using a wider range of conjunctions Can use verb tenses consistently and accurately across a range of text types Sentences are grammatically accurate, giving relevant and precise information
				Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately Can consistently use capital letters for proper nouns Inverted commas are nearly always in the correct place for simple speech 000000000ls beginning to use commas after fronted adverbials Starting to use commas for separating clauses, although not always accurately Can use the apostrophe for omission correctly
				Can confidently compose and rehearse a cohesive text Is progressively building a varied and and rich vocabulary Records ideas in chunks (paragraphs) and is able to check that their writing follows their original plan Imagination is shown by the inclusion of details e.g. direct speech, description of setting and the description of characters feelings. Can proof read to check for missing punctuation
Swimming (Voor 2)	Torm 2	Lottor writing (2	Here We Are by	Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Swimming (Year 3) Remembrance Day Poppy assembly (Year 5) Children in Need Firework night Anti-Bullying Week/Odd Sock Day Pantomime visit Nativity (Year R)	Term 2 (7 weeks)	01	Oliver Jeffers	Can use a mixture of sentence types, sometimes varying their structure Can extend sentences with more than one clause by using a wider range of conjunctions Within sentences, subjects and verbs agree, e.g. 'We were playing' rather than 'We was playing ' Can use verb tenses consistently and accurately across a range of text types Sentences are grammatically accurate, giving relevant and precise information Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately Can consistently use capital letters for proper nouns Starting to use commas for separating clauses, although not always accurately Can use the apostrophe for omission correctly
Santa Visit Christmas Jumper Week Christmas sing-a-long				Is beginning to know how to write for different audiences and different purposes Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing
(Year 2)				Can proof read to check for spelling errors Can proof read to check for missing punctuation
Nursery Singing Christmas Cards Christingle (Year 3)		Persuasion (2 weeks)	Voices in the Park by Anthony Brown	Can evaluate and discuss themselves as a writer Can generate multiple feasible ideas from a stimulus Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Can use some 'tricks of the trade' for a given style to ensure that the style of writing is evident to the reader
				Can use a mixture of sentence types, sometimes varying their structure Can extend sentences with more than one clause by using a wider range of conjunctions Within sentences, subjects and verbs agree Sentences are grammatically accurate, giving relevant and precise information

Can (nearly always) use full stops, capital letters, exclamation marks a Can use the apostrophe for omission correctly	and question marks accurately
Is beginning to know how to write for different audiences and different	
Can include details to add interest, to persuade or to direct Imagination	n is shown by the inclusion of d
the description of characters feelings.	
Expresses an opinion by giving justification for their ideas	
Is beginning to establish a viewpoint in their writing	
Can check own writing against genre success criteria e.g. by highlighti	ng the parts of their writing whe
themselves next steps for their next piece of writing	ing the parts of their writing whe
Diary entry (2 Into the Forest by Can write at will and independently	
Can generate multiple feasible ideas from a stimulus	
weeks) Anthony Browne Can generate multiple leasible ideas from a stimulus Can use a mixture of sentence types, sometimes varying their structur	e
Can extend sentences with more than one clause by using a wider ran	
Sentences are grammatically accurate, giving relevant and precise info	
Is beginnning to use co-ordinating and subordinating conjunctions to d	
Can (nearly always) use full stops, capital letters, exclamation marks a	and question marks accurately
Commas are usually used in a list	
Is beginning to use commas after fronted adverbials	ourotoly
Starting to use commas for separating clauses, although not always ad	courately
Can confidently compose and rehearse a cohesive text	
Is progressively building a varied and rich vocabulary	writing follows their original plan
Records ideas in chunks (paragraphs) and is able to check that their w Can include details to add interest, to persuade or to direct Imagination	
the description of characters feelings.	
Can proof read to check for spelling errors	
Can proof read to check for spenning entries	
New Years Term 3 Newspaper Cloudy with a Can evaluate and discuss themselves as a writer	
Resolutions (5 weeks) report (2 weeks) Chance of Can write at will and independently	
Can generate multiple feasible ideas from a stimulus	
Internet Safety Day Meatballs by Jack Can write whole and part texts with fluency and stamina	
Superhero Visit Barrett Reads aloud their own writing, to a group or the whole class, using apprendiction	propriate intonation and controll
Can use a mixture of sentence types, sometimes varying their structur	e
Can extend sentences with more than one clause by using a wider ran	
Can use verb tenses consistently and accurately across a range of tex	
Sentences are grammatically accurate, giving relevant and precise info	
Is beginnning to use co-ordinating and subordinating conjunctions to d	
Verbs are qualified by adverbs and adverbial phrases e.g. She ran slo	
Can choose nouns or pronouns appropriately for clarity, cohesion and	to avoid repetition
Con (nearly always) use full stops, capital latters, evaluation marks of	and quantian marks appurately
Can (nearly always) use full stops, capital letters, exclamation marks a Can consistently use capital letters for proper nouns	and question marks accurately
Inverted commas are nearly always in the correct place for simple spe	ech
inverted commas are nearly always in the correct place for simple spe	0011
Is beginning to know how to write for different audiences and different	purposes
Can confidently compose and rehearse a cohesive text	r - 1
Records ideas in chunks (paragraphs) and is able to check that their w	riting follows their original plan
Can include details to add interest, to persuade or to direct Is beginnin	
	ng the porte of their writing with
Can check own writing against genre success criteria e.g. by highlighti themselves next steps for their next piece of writing	ing the parts of their writing whe
themselves next steps for their next piece of whiting	
Story writing (3 Shine by Sarah Can write at will and independently Can generate multiple feasible ideas from a stimulus	
Story writing (3 Shine by Sarah Can write at will and independently weeks) Asuguo Can generate multiple feasible ideas from a stimulus	
Story writing (3 Shine by Sarah Can write at will and independently Can generate multiple feasible ideas from a stimulus	
Story writing (3 Shine by Sarah Can write at will and independently weeks) Asuguo Can generate multiple feasible ideas from a stimulus	e
Story writing (3 weeks) Shine by Sarah Can write at will and independently Can generate multiple feasible ideas from a stimulus Can write whole and part texts with fluency and stamina	

f details e.g. direct speech, description of setting and

where they have met the success criteria and setting

an f details e.g. direct speech, description of setting and

rolling the tone and volume so that the meaning is clear

an their writing

here they have met the success criteria and setting

Medway Music Festival World Book Week Mothers Day Cards EYFS Mothers Day Morning Easter Quiz Nursery Egg rolling competition Sports Relief Easter cards	Term 4 (6 weeks)	Balanced argument (2 weeks)	The Wild Girl by Chris Wormell	Can use verb tenses consistently and accurately across a range of text types Sentences are grammatically accurate, giving relevant and precise information Is beginning to use co-ordinating and subordinating conjunctions to develop the flow of writing Verbs are qualified by adverbs and adverbial phrases Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately Can consistently use capital letters for proper nouns Inverted commas are nearly always in the correct place for simple speech Commas are usually used in a list Is beginning to use commas for separating clauses, although not always accurately Can indicate possession by using the possessive apostrophe with plural nouns Can confidently compose and rehearse a cohesive text Is progressively building a varied and rich vocabulary Records ideas in chunks (paragraphs) and is able to check that their writing follows their original plan Imagination is shown by the inclusion of details e.g. direct speech, description of setting and the descri Can proof read to check for spelling errors Can proof read to check for missing punctuation Can evaluate and discuss themselves as a writer Can generate multiple feasible ideas from a stimulus Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controllin Can use a mixture of sentence types, sometimes varying their structure Can extend sentences with more than one clause by using a wider range of conjunctions, e.g. when, if Can use the tenses consistently and accurately across a range of text types Sentences are grammatically accurate, giving relevant and precise information Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately Commas are usually used in a list Can use the apostrophe for omission correctly Can indicate possession by using the possessive apostrophe with plural nouns Is beginning to know how to w
		World book	ТВС	
		week (1 week)		
		Playscript (2 weeks)	A Midsummers Night Dream (Shakespeare Globe Trust & Jane	Can generate multiple feasible ideas from a stimulus Can write whole and part texts with fluency and stamina Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controllin Can use some 'tricks of the trade' for a given style to ensure that the style of writing is evident to the re
			Ray version)	Can use a mixture of sentence types, sometimes varying their structure Sentences are grammatically accurate, giving relevant and precise information Is beginnning to use co-ordinating and subordinating conjunctions to develop the flow of writing Verbs are qualified by adverbs and adverbial phrases e.g. She ran slowly Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition
				Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately Can consistently use capital letters for proper nouns Inverted commas are nearly always in the correct place for simple speech
				Is beginning to know how to write for different audiences and different purposes Can confidently compose and rehearse a cohesive text Is progressively building a varied and rich vocabulary

an escription of characters feelings.

rolling the tone and volume so that the meaning is clear

n, if, because, although

f details e.g. direct speech, description of setting and

where they have met the success criteria and setting

rolling the tone and volume so that the meaning is clear e reader

				Can read peers' writing and make suggestions for improvement against the success criteria and abo
		Poetry (1 week)	Revolting Rhymes by Roald Dahl	Can discuss writing similar to that which they are planning to write in order to understand and learn to Can discuss and record ideas Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of Proofread for spelling and punctuation errors Read their own writing aloud to a group or the whole class, using appropriate intenation and control
Swimming (Year 5)	Term 5 (6 weeks)	Recount (2 weeks)	Journey by Aaron Becker	Read their own writing aloud, to a group or the whole class, using appropriate intonation and control Can evaluate and discuss themselves as a writer Can write at will and independently Can generate multiple feasible ideas from a stimulus Can use a mixture of sentence types, sometimes varying their structure Can use a dverbials in different positions in a sentence e.g. Can extend sentences with more than one clause by using a wider range of conjunctions Within sentences, subjects and verbs agree, e.g. 'We were playing' rather than 'We was playing ' Can use verb tenses consistently and accurately across a range of text types Sentences are grammatically accurate, giving relevant and precise information Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately Can consistently use capital letters for proper nouns Is beginning to know how to write for different audiences and different purposes Can confidently compose and rehearse a cohesive text Is progressively building a varied and rich vocabulary Records ideas in chunks (paragraphs) and is able to check that their writing follows their original pla Can proof read to check for spelling errors Can proof read to check for missing punctuation
		Newspaper report (2 weeks)	Look Up! By Nathan Bryon	Can evaluate and discuss themselves as a writer Can write at will and independently Can generate multiple feasible ideas from a stimulus Can use a mixture of sentence types, sometimes varying their structure Can extend sentences with more than one clause by using a wider range of conjunctions, e.g. when Within sentences, subjects and verbs agree, e.g. We were playing' rather than 'We was playing ' Can use verb tenses consistently and accurately across a range of text types Sentences are grammatically accurate, giving relevant and precise information Is beginnning to use co-ordinating and subordinating conjunctions to develop the flow of writing Verbs are qualified by adverbs and adverbial phrases e.g. She ran slowly Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition Can use verb tensel statistic for proper nouns Inverted commas are nearly always in the correct place for simple speech Is beginning to use commas after fronted adverbials Starting to use commas for separating clauses, although not always accurately Can use the apostrophe for omission correctly Can use the apostrophe for omission correctly Can use the apostrophe for of different audiences and different purposes Can confidently compose and rehearse a cohesive text Records ideas in chunks (paragraphs) and is able to check that their writing follows their original pla Can include details to add interest, to persuade or to direct Is beginning to establish a viewpoint in th Can read peers' writing and make suggestions for improvement against the success criteria and about Can read peers' writing and make suggestions for improvement against the success criteria and about Can read peers' writing and make suggestions for improvement against the success criteria and about Can read peers' writing and make suggestions for improvement against the success criteria and about Can read peers' writing and make suggestions for improvement against the success criteria and about Can read peers' writing and make suggestions for
		Setting description (2 weeks)	The Pebble in my Pocket by Meredith Hooper	Can evaluate and discuss themselves as a writer Can write at will and independently Can generate multiple feasible ideas from a stimulus Can write whole and part texts with fluency and stamina Can use a mixture of sentence types, sometimes varying their structure Can use adverbials in different positions in a sentence e.g. Can use verb tenses consistently and accurately across a range of text types

out spelling, punctuation and vocabulary
from its structure, vocabulary and grammar
pronouns in sentences
ling the tone and volume so that the meaning is clear.
n
, if, because, although
-
n neir writing
out spelling, punctuation and vocabulary

Strings Festival Term 6 Story writing 3 Lily's Purple Plastic Purse by Kevin Strings Festival Term 6 Story writing 3 Lily's Purple Plastic Purse by Kevin Strings Festival Term 6 Story writing 3 Lily's Purple Plastic Purse by Kevin Parters Day Morning Years by Kevin By the and they architican show by the inclusion the docuption of characters feelings. By the and they architican show by the inclusion the docuption of characters feelings. Car value docuption of characters feelings. Term 6 (To weeks) Story writing 3 Lily's Purple Plastic Purse by Kevin Purse by Kevin Purse by Kevin By the and of hey architican show by a show by the inclusion the docuped and docuse there are an astronking. Can value bail and indeepedently. Can write whell and indeepedently. Can write whell and indeepedently. Read Budt their own writing of all works of the trade for a given style to ensure that the style dwriting is evident to 1. Can write whell and indeepedently. By the end of they cancellater to coloride they are higher to be they for any and part terms with the was playing in the trade of the all writes with fluxes and parter to write with an all works and parter to write with the style dwriting is evident to 1. Character Character Charactt					
Strings Festival Term 6. Story writing 3. Lily's Purple Plastic Parkers Day Ferd 6. Story writing 3. Lily's Purple Plastic Purple Plastic By the and of the activity of the possession by using the posses theposterposition cor					Sentences are grammatically accurate, giving relevant and precise information
Strings Festival Term 6 Story writing (3) Lily's Purple Plastic Purse by Kevin Strings Festival Term 6 Story writing (3) Lily's Purple Plastic Purse by Kevin PYSF Fathers Day Term 6 Story writing (3) Lily's Purple Plastic Purse by Kevin PYSF Fathers Day Term 6 Story writing (3) Lily's Purple Plastic Purse by Kevin PYSF Fathers Day Instructions (2) Desert challenge by Can proof read to check for missing punctuation Morning Instructions (2) Desert challenge by Can write at all additions should be able to: Parse Day Instructions (2) Desert challenge by Can write with and discust hemackes as a writer Can write with and information of the trade for a given profite information and con the trade for a given profite information and con Can use and throw writing, to a group or the whole class, using appropriate infonation and con Can use and writing of the trade for a given profite information and sentence by the start with and discust hemackeys as a writer Can use with more hance base by using a writer trade write all sentence base, and write with and advicability of canty, cohesenter base, and write with and advicability of canty, cohesenter base, and write with and advicability of canty, cohesenter base, and write with and advicability of canty, cohesenter base, and write withe advicability of canty, cohesenthatheres with give and					
Level Level Lily's Purple Plastic Can indicate possession by using the possessive appostophe with plural nouns Strings Festival Fathers Day Cards Term 6 Story writing (3) Lily's Purple Plastic Baccos ideas in chunks (paragraphs) and is able to check that their writing follows their original is able to check for missing punctuation Strings Festival Fathers Day Cards Term 6 Story writing (3) Lily's Purple Plastic Baccos ideas in chunks (paragraphs) and the description of characters feelings. EVFS Fathers Day Morning Weeks) Purse by Kevin Henkes Bac exclusion the use of characters feelings. Can evolutate and discuss themselves as a writer Can with withing its evolution. Equality & Diversity Baude Residential (Year S) Transition Day Police Day Swingate's Got Talent Sports Day Ea White Charicet's Web by Ea White Characters charage by Character' Character's charage by Character's Got Talent Sports Day Character's Can evolutate and discussed and users and question marks accurate Can consistently use ac-ordinating and subordinating accurate (phyling right) and and precesion marks and question					
Is progressively building a varied and rich vocabulary Records ideas in churks (paragraphs) and is able to check that their writing follows their original p can include details to addite the additionation of characters feelings. Strings Festival Fathers Day Morning Term 6 (7 weeks) Story writing (3 Uily'S Purple Plastic Purse by Kevin Henkes By the end of theses, to portain addites in built be able to: Can proof read to check for spolling purctuation Strings Festival Fathers Day Morning Term 6 (7 weeks) Story writing (3 Uily'S Purple Plastic Purse by Kevin Henkes By the end of theses, to portain the description of that check for missing purctuation Year R Parent Meetings Instructions (2 weeks) Story writing (3 Uily'S Purple Plastic Purse by Kevin Henkes Can evaluate and discuss themselves as a writer Can write withole and part texts with lenger and the safe Can write write disk miniture of additional to the safe for adjust additional weeks) Year R Parent Meetings Instructions (2 weeks) Eas White Can write write addition adjust additional can write write addition and write addition adjust addition to the weeks of the condition adjust adj					
Records tables in chunks (paragraphs) and is able to check that ther writing follows their original for the description of characters feelings. Records tables in chunks (paragraphs) and is able to check that there writing follows their original for the description of characters feelings. Strings Festival Fathers Day Morning Term 6 Story writing (3) Lily's Purple Plastic Purse by Kevin Henkes Day the set of the set					Can indicate possession by using the possessive apostrophe with plural nouns
Strings Festival Fathers Day Cards Term 6 (7 weeks) Story writing (3 Weeks) Lily's Purple Plastic Purse by Kevin Henkes By the end of the year children should be able to: Vers Fathers Day Card y Cards Term 6 (7 weeks) Story writing (3 Weeks) Lily's Purple Plastic Purse by Kevin Henkes By the end of the year children should be able to: Vers Parent Meetings Instructions (2 Weeks) Desert challenge by Bear Gry(1s Can include dataits to add interes, to persuade or to direct Imagination is shown by the inclusion thenkes Equality & Diversity Day Bude Residential (Year S) Transition Day Police Day Swingate's Got Talent Sorts Day Charlet Fathers Plant Desert challenge by Bear Gry(1s Can include dataits to add interes, to persuade or to direct Imagination is a sentone or Can use adverbiab in different positions in a sentone or Can use adverbiab in different positions in a sentone or Can use adverbiab in different positions in a sentone or Spin solut heir own writing, to a group or the whole class, using avider range of conjunctions, e.g., wh Within sentones, subject and verbs agree, o.g., We were playing 'rainer than Weak spin adverb Can use adverbiab in different positions in a sentone or Can use adverbiab in different positions in a sentone or Can use adverbiab in adverbab plantase; during the word writing Verbs are qualified by adverbs and adverbab plantase; active Can use adverbiab in date position (rainy, colleasion and to avoid reposition Can (neerly always) use in a sentone or spin spin the word plantable is beginning to use cormas an early adverbab and adverbab plantase; active Can indicate possession by adverbab and adverbab plantase; active Can indicate possessichy					
Image: Second Strings Festival Term 6 Story writing 3 Lily's Purple Plastic Can proof read to check for spelling errors Can proof read to check for spelling punctuation. Strings Festival Ferm 6 Story writing 3 Lily's Purple Plastic weeks) By the end of the year children should be able to: Parters Day Morring Instructions (2 weeks) Description of characters and discuss themselves as a writer Can valuate and discuss themselves as a writer Can evaluate and discuss themselves as a writer Can evaluate and discuss themselves as a writer Can valuate and write a vili and indipendentify weeks) Can evaluate and discuss themselves as a writer Can valuate and or spelling and discuss themselves as a writer Can use animulus Can write write and indipendentify weeks) Bude Residential (Year 5) Transition Day Police Day Swingste's Got Talent End of School Performance (Year 6) Classion themselves of the spelling ration than We was playing ted of spelling and subcriming on using a writer show the individent spelling the submission and can develop and evaluation and can bude Residential (Year 6) Transition Day Police Day Swingste's Got Talent End of School Performance (Year 6) Classion themselves and used to be flow of writing Veets are qualify so use consistently use capital letters for proper nouns Inverted commas are neared wave bays in the correct place for simple speech Commas are neared wave bays in the correct place for simple speech Commas are neared wave bays in the correct place for simple speech Commas are neared wave bays in the correct place for simple speech Commas are neared wave bays in the correct place for simple speech Commas are neared wave bays in the correct place for simple speech Commas are neared wave bays in th					
Strings Festival Term 6 Story writing (3) Lily's Purple Plastic Purse by Kevin Henkes By the end of the year children should be able to: YES Fathers Day Morning Term 6 (7 weeks) Story writing (3) Lily's Purple Plastic Purse by Kevin Henkes By the end of the year children should be able to: Year R Parent Meetings Instructions (2) Desert challenge by Bear Grylls Can generate multiple leasible ideas from a stimulus read and their own writing, to a group or the whole class, using appropriate intonation and cor Can use some tricks of the tack? for a given style to ensure that the shyle of writing is evident to Can use some tricks of the tack? for a given style to ensure that the shyle of writing is evident to Can use advertibility in a proup or the whole class, using appropriate intonation and cor Can use advertibility as output as whether can use advertibility is subject and vectors agree, ag. We weep laying rather than We was playing ' Can use advertibility as output as while a start and precisie information and advertibility accurate, dying relevant and precisie information (Year 6) Weeks) E.B White E.B White Can use advertibility and accurately across a range of text types Sentences are grammaticility accurate, dying relevant and precisie information is beginning to use co-ordinating and subcordinating conjunctions to develop the flow of writing Vects are qualified by adverts and advertibility haves and qualified by adverts and advertibility as advertibility asoble anotic. Police D					
Strings Festival Term 6 Story writing (3) Lify's Purple Plastic Purse by Kevin Henkes By the end of the year children should be able to: Fathers Day Morning Year R Parent By the end of the year children should be able to: Meetings Equality & Diversity Desert challenge by eveks) Desert challenge by bear Grylls Can evaluate and discuss themselves as a writer Can write at will and independently Day Weeks) Desert challenge by eveks) Desert challenge by bear Grylls Can generate multiple feasible ideas from a stimulus Can use an write whole and part texts with fluency and stamina Reads aloud their own writing, of a group or the whole dass, using appropriate intonation and cor Can use and write of sentence writing is evident to 1 Can use and writice of sentence write types, sometimes varying their structure Can use adverbials in different positions in a sentence e.g., Finally the sunshine came out; I watch Can extend structure of an ordical vaccuss and precise information is beginning to use co-ordinating conjunctions, e.g., while Weeks) Swingate's Got Talent Sports Day Castsonbury Chessington (Year 6) Classtonbury Chessington (Year 6) Classtonbury Chessington (Year 6) Beach Party Swingate's Got Talent Sports Day Can consider the sol on one on onous and to avoid repetition Cast console word with purple word writing follows their original freed ween spleres information is beginning to use co-ordinating and subordhelly Can consider the for different purposes Can consider the sol on writis and and and indivo adverbials Can consider the for different purposes Can consider the ord writing alastimation of unch					the description of characters feelings.
Strings Festual Term 6 Kory writing (3) Lify's Purple Plastic By the end of the year children should be able to: Fathers Day Carlos Purse by Kevin Gan waluate and discuss themselves as a writer FYSF Stathers Day Instructions (2) Desert challenge by Can waluate and discuss themselves as a writer Vear R Parent Weeks) Bear Grylls Can waluate and discuss themselves as a writer Gan waluate and discuss themselves as a writer Can waluate and discuss themselves as a writer Equality & Diversity Day Bear Grylls Can waluate and discuss themselves as a writer Bude Residential Character Charlotte's Web by Can use a mixture of sentence types, sometimes varying their structure Vear S Parintion Day Police Day E.B White E.B White Can use a mixture of sentence types, sometimes varying their structure Syningate's Got Talent Syningate's Got Talent Sontonces are grammatically accurate, giving relevant and precise information Sontonces are qualified by adverbs and adverbial phrases e.g. Sher an slow) String to Bay Can set adverbial Sontonces are early always in the correct place for simple speech Can chark adverbial phrases e.g. Sher an slow) Can none or ponorus appropriate litters for provenons Can none adverbial phrases e					Can proof read to check for spelling errors
Fathers Day Cards (7 weeks) Weeks) Purse by Kevin Henkes EYFS Fathers Day Morning (7 weeks) Purse by Kevin Henkes Can evaluate and discuss themselves as a writer Can write at will and independently Year R Parent Desert challenge by weeks) Desert challenge by Bear Grylls Can averate and tiple feasibilis ideas from a stimulus Can generate multiple feasibilis ideas from a stimulus Can use adverbials in different positions in a sentence 4.5. Finally the sunshine came out; I watch Can use adverbials in different positions in a sentence 4.5. Finally the sunshine came out; I watch Can use adverbials in different positions in a sentence 4.5. We were playing rather than 'We was playing' Can use adverbials in different positions in a sentence 4.5. We were playing rather than 'We was playing' Can use adverbials in different positions in a sentence 4.5. We were playing rather than 'We was playing' Can use adverbials in different positions in a sentence 4.5. We were playing rather than 'We was playing' Can use adverbials in different positions in a sentence 4.5. We were playing rather than 'We was playing' Can use adverbials in different positions in a sentence 4.5. We were playing rather than 'We was playing' Can use adverbials in different positions in a sentence 4.5. We here the own writing Swingate's Got Talent Sports Day Swingate's Got Talent Sports Day Carled Wasary Day Carled Wasary Day Carled Wasary Day Classtonbury. East Day Can nearly always in the correct place for simple speech Commas are usually used tal steps to possition not avoid repetition Can conditenty compose and rehease a cohesive text Sports are usually used to a last Sutting to use commas for separating clauses, although not always accurately Can conditenty comopose and reh					
EYFS Fathers Day Morning Henkes Call variation discount independentity Working Instructions (2 Desert challenge by Bear Grylls Can write at will and independentity Year R Parent Meetings Character description (2 Desert challenge by Bear Grylls Can write at will and independentity Character Guard Bear Grylls Character description (2 Charlotte's Web by description (2 Can use a mixture of sentences the trade for a given style to ensure that the style of writing is evident to Can use a mixture of sentences with more than one clause by using a wider range of conjunctions, e.g. wh Within sentences, subjects and vebts agree, e.g. We were playing rainter than We was playing ' Can use a mixture of sentences with more than one clause by using a wider range of conjunctions, e.g. wh Within sentences, subjects and vebts agree, e.g. We were playing rainter than We was playing ' Can use are transmictally accurate justices and vebts agree, e.g. We were playing rainter than We was playing ' Can use verb tenses consistently and cacurately across a range of text types Sentences are grammatically accurate justices and vebts and precise information to avoid repetition Can nues verb tenses consistently and autorinating conjunctions to develop the flow of writing 'Vebs are qualified by adverts and advertial phrases e.g. She ran shown) Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition Can nue and y alvess in the correct place for simple speech Commas are usually used in a list Desting to use commas for separating clauses, although not always accurately Can use the apostrophe toro ow to write of different audiences and different pusces submer Fayre Beach Party Beach Party Each Party	Strings Festival	Term 6	Story writing (3	Lily's Purple Plastic	By the end of the year children should be able to:
EYFS Fathers Day Morning Henkes Call variable	Fathers Day Cards	(7 weeks)	weeks)	Purse by Kevin	Can evaluate and discuss themselves as a writer
Morning Instructions (2 Desert challenge by Can generate multiple feasible ideas from a stimulus Year R Parent Meetings Edaer Grylls Reader of the mode of the stimula is a stimulus Requality & Diversity Character Charlotte's Web by Reads aloud their own writing, to a group or the whole class, using appropriate intonation and cor Bude Residential (Year 5) E.B White E.B White Can use a mixture of sentence types, sometimes varying their structure Can use a diverbals in different positions in a sentence e.g. Finally the sunshine came out; I watch can use a diverbal and accurately across a range of lexit types Can use a diverbal and versity and eccurately across a range of lexit types Swingate's Got Talent Sports Day Soft Talent Soft Talent Soft Talent Sports Day E.B White Can use and ware or pronouns appropriately for clarity, cohesion and to avoid repetition Can server destination Can use and averbal and theory, and stamp and the avoid and precise information Sports Day Can use and averbal and there is of proper nouns Teddy Bears Picnic End of School Performance (Year 6) Classtonbury Classtonbury Can use the apostrophe for omission correctly Chessington (Year 6) Summer Fayre Beaginning to use corunas for separating	-	,	,	· · ·	
Year R Parent weeks) Bear Grylls Can write whole and part texts with fluency and stamina Meetings Character Charlotte's Web by Can write whole and soud their own writing, to a group or the whole class, using appropriate intonation and cor Can use a mixture of sentence types, sometimes varying their structure Day Bude Residential E.B White Can write whole and part texts with fluency and stamina Year S) Transition Day Bude Residential E.B White Can weeks Year S) Transition Day Sometimes work of the transport of their varies on setting on a courcable y across a range of text types Swingate's Got Talent Sopris Day Can indicate or structure Can weeks and adverbial partses e.g. She ran slowly Storbool Can (reary always) use full stops, capital letters, exclamation marks and questor marks are usaally used in a list Performance (Year 6) Classity of Year 5) Starting to use commas for separating clauses, although not always accurately Summer Fayre Beach Party Can indicate possesion by using a wider dustor their different tupicoses Beach Party Can inclu	,		Instructions (2		
Weeking Weeking Reads aloud their own writing, to a group or the whole class, using appropriate intonand corn an use some tricks of the trade (for a given style to ensure that the style of writing is evident to to Character Equality & Diversity Day E.B White Character Character Character Bude Residential (Year 5) E.B White E.B White Can use and micks of the trade (for a given style to ensure that the style of onjunctions), e.g. while weeks) Weeking and the style of onjunctions), e.g. while weeks Police Day weeks) E.B White Can use adverbials in different overbas agree, e.g. We were playing rather than We was playing ' Can use adverbials in different overbas agree, e.g. We were playing rather than We was playing ' Can use adverbials in different positions in a sendence e.g. Finally the sumshine carne out I watch Can use adverbials in different prosting and subordinating conjunctions to develop the flow of writing Swingate's Got Talent Sports Day Teddy Bears Picnic End of School Ne steps for adverbial phrases e.g. She ran slowly Can choose nous appropriately to clashry, obesion and to avoid repetition Can indicate possession by using the possessive and question marks accurately Can use the apostrophe for omission correcty Can use the apostrophe for omission orrecty Can use the apostrophe for omission orrecty Can use the apostrophe for omission orrecty Can use the apostrophe for omission purchasiante Summer Fayre Beach Party Beach Party Segnining to use comas after for the adverbials Is beginning to use fore ma	J. J				
Meetings Character Charlotte's Web by Can use a source that the style of writing is evident to the description (2 description (2 meeks)) Can use a source that the style of writing is evident to the description of a given style to ensure that the style of writing is evident to the description of a given style to ensure that the style of writing is evident to the description of a given style to ensure that the style of writing is evident to the description of a given style to ensure that the style of writing is evident to the description of a given style to ensure that the style of writing is evident to the description of a given style to ensure that the style of writing is evident to the description of a given style to ensure that the style of writing is evident to the description of a given style to ensure that the style of writing is evident to the description of a given style to ensure that the style of writing is evident to the description of a given style to ensure that the style of writing is evident to the description of a given style to ensure that the style of writing is evident to the description of a given style to ensure that the style of writing is evident to the can use a diverbials in different positions in a sentence e.g. Finally the sunshine came out, l writing (Year S) Transition Day Police Day Sentences are grammatically accurate giving relevant and precise information Sourd Sou					
Equality & Diversity description (2 E.B White Can use a mixture of sentence types, sometimes varying their structure Day weeks) weeks) Can use a mixture of sentence types, sometimes varying their structure Day Bude Residential (Year 5) Can use adverbals in different positions in a sentence e.g. Finally the sunshine came out: I vatch Can use adverbals in different positions in a sentence e.g. e.g. 'We were playing 'rather than 'We was playing 'their structure' Police Day Sentences are grammatically accurate, giving relevant and precise information Swingate's Got Talent Sont Talent Can use adverbial phrases e.g. She ran slowly Sports Day Can considently use capital letters, to proper nouns Can considently use capital letters, sometimes variang and vacior arepertance End of School Performance (Year 6) Starting to use commas after fronted adverbials Starting to use, antive of use, antive of use and and rich vacabulary Chessington (Year 6) Summer Fayre Beach Party Starting to use commas after fornet adverbials Beach Party Experiment Fayre Beach Party Experses an ophion by giving using the possesive apostrophe with plural nouns Beach Party Experses an ophion by giving using the posses and adverbial in different purposes Ean confident diverbails Can condident process informed were formatading ther	Meetings		Character	Charlotte's Web by	
Day weeks) Can use adverbials in different positions in a sentence e.g. Finally the sunshine came out; I vatch	Equality & Diversity		description (2	E.B White	Can use a mixture of sentence types, sometimes varying their structure
Bude Residential Can extend sentences, with more than one clause by using a wider range of conjunctions, e.g. wh (Year 5) Transition Day Police Day Sentences, subjects and verbial phrases e.g. She ran slowly Swingate's Got Talent Sentences are grammatically accurately across a range of text types Sports Day Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately across and to avoid repetition Stops Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately accurately across and to avoid repetition Can (nearly always) use full stops, capital letters for proper nouns Interview of proper nouns Performance (Year 6) Classition (Year 6) Classington (Year 6) Starting to use commas for separating clauses, although not always accurately Can uncicate possession by using the possessive apostrophe with plural nouns Is beginning to way and rehearse a cohesive text Beach Party Is progressively building a varied and rich vocabulary Records ideas in chunks (paragraphs) and is able to check that their writing follows their original for accurate or different audiences and different purposes Can consider the needs of the reader when planning their text Can consider the needs of the reader when planning their text Can consider the needs of the readeder when planning their text Can consi	Dav				Can use adverbials in different positions in a sentence e.g. Finally the sunshine came out; I watched wit
(Year 5) Within Sentences, subjects and vertos adject, e.g., we were playing tartier than we was playing Transition Day Police Day Police Day Sentences are grammatically accurate, giving relevant and precise information Swingate's Got Talent Sentences are grammatically accurate, giving relevant and precise information Sports Day Can use verb tenses consistently use consist and variating conjunctions to develop the flow of writing Verbs are qualified by adverbs and adverbial phrases e.g. She ran slowly Can chearly always) use full stops, capital letters, exclamation marks and question marks accurate Stool Performance (Year 6) Inverted commas are nearly always in the correct place for simple speech Classtonbury Can indicate possession by using the possessive apostrophe with plural nouns Is beginning to use commas filter forted adverbials Starting to use commas filter possessive apostrophe with plural nouns Is beginning to use commas filter and inferent purposes Can consider the needs of the reader when planning their ext Summer Fayre Beach Party Records ideas in churks (paragraphs) and is able to check that their writing follows their original plane and inch vocabulary Records ideas in churks (paragraphs) and is able to check that their writing follows their original plane states a collesine text Is progressivel	-		in cents,		
Transition Day Police Day Sentences are grammatically accurate, giving relevant and procise information Swingate's Got Talent Sports Day Teddy Bears Picnic End of School Performance (Year 6) Classtonbury Chessington (Year 6) Summer Fayre Beach Party Beach Party Can consider the needed of the reader when planning their excel and of vocabulary Can include details to add interest, to persume and interest, to persume or the index of the reader when planning their text Can proof read to check for spieling rors Can proof read to check for spieling rors Can include details to add interest, to persume Starting to use commas are spieling or the correct planning their text Can consider the needed of the reader when planning their text Can contidently compose and rehearse a cohesive text Is beginning to know how to write for different audiences and different purposes Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion the description of characters feelings. Expressional to accelerate the description of characters feelings. Spring to know how to write or different audiences and different purposes Can consider the needed or the rea					
Police Day Swingate's Got Talent Sports Day Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurate Can consistently use capital letters, exclamation marks and question marks accurate Can consistently use capital letters, exclamation marks and question marks accurate Can consistently use capital letters, exclamation marks and question marks accurate Can consistently use capital letters, exclamation marks accurate Can consistently use capital letters, exclamation marks accurate Can consistently use capital letters for proper nouns Inverted commas are nearly always in the correct place for simple speech Commas are usually used in a list Performance (Year 6) Classtonbury Chessington (Year 6) Summer Fayre Beach Party Beach Party Beach Party Can indicate possession by using the possessive apostrophe with plural nouns Is beginning to know how to write for different audiences and different purposes Can considently compose and rehearse a cohesive text Is progressively building a varied and and rich vocabulary Records ideas in chunks (paragraphs) and is able to check that their writing follows their original p Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can check own writing against gene success criteria e.g. by highlighting the parts of their writing					
Verbia are qualified by adverbs and adverbial phrases e.g., She ran slowly Swingate's Got Talent Sports Day Teddy Bears Picnic End of School Performance (Year 6) Classtonbury Chessington (Year 6) Summer Fayre Beach Party Beach Party Beach Party Chessington (Sear Chemical Chemi	Transition Day				
Swingate's Got Talent Can choose nours or pronouns appropriately for clarity, cohesion and to avoid repetition Sports Day Can choose nours or pronouns appropriately for clarity, cohesion and to avoid repetition School Can (nearly always) use capital letters, exclamation marks and question marks accurate Can consistently use capital letters for proper nouns Inverted commas are nearly always in the correct place for simple speech Commas are usually used in a list Performance (Year 6) Is beginning to use commas for separating clauses, although not always accurately Classtonbury Can indicate possession by using the possessive apostrophe with plural nouns Summer Fayre Starting to use commas for separating clauses, although not always accurately Can indicate possession by using the possessive apostrophe with plural nouns Is peginning to know how to write for different audiences and different purposes Summer Fayre Can include details to add interest, a coheck that their writing follows their original p Can include details to add interest, a coheck to the their writing follows their original p Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can proof read to check for spelling errors Can proof read to check for missing punctuation Can proof read to check k	Police Day				
Sports Day Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurate Can consistently use capital letters for proper nouns End of School Inverted commas are nearly always in the correct place for simple speech Commas for separating clauses, although not always accurately Can indicate possession by using the possessive apostrophe with plural nouns Classtonbury Can indicate possession by using the possessive apostrophe with plural nouns Summer Fayre Is beginning to know how to write for different audiences and different purposes Beach Party Can consider the needs of the reader when planning their text Can consider the needs of the reader when planning their text Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can consider the needs of the reader when planning their text Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can norder tead to check for spelling errors Can proof read to check for spilling errors Can proof read to check for mixing punctuation Can proof read to check for mixing punctu	Swingate's Got Talent				
Teddy Bears Picnic End of School Performance (Year 6) Classtonbury Chessington (Year 6) Summer Fayre Beach Party Beach Party Can use the apostrophe for omission correctly Can use the apostrophe with plural nouns Is beginning to ware and and rich vocabulary Records ideas in chunks (paragraphs) and is able to check that their writing follows their original plant Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can proof read to check for speling errors Can proof read to check for speling errors to their writing Can check own writing against genre success criteria e.g. by highlighting the parts of their writing	-				
Inverted commas are nearly always in the correct place for simple speech Commas are usually used in a list Derformance (Year 6) Classtonbury Chessington (Year 6) Summer Fayre Beach Party Beach Party Beach Party Chessington (Second Commas) Summer Fayre Beach Party Can use the apostrophe or omission correctly Can use the apostrophe for omission correctly Can use the apostrophe of the possessive apostrophe with plural nouns Is beginning to know how to write for different audiences and different purposes Can confidently compose and rehearse a cohesive text Is progressively building a varied and and rich vocabulary Records ideas in chunks (paragraphs) and is able to check that their writing follows their original properties of the reader when planning their text Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can proof read to check for spelling errors Can proof read to check for missing punctuation Can check cown writing against genre success criteria e.g. by highlighting the parts of their writing Can check cown writing against genre success criteria e.g. by highlighting the parts of their writing					
End of School Commas are usually used in a list Performance (Year 6) Is beginning to use commas after fronted adverbials Classtonbury Chessington (Year 6) Summer Fayre Starting to use commas for separating clauses, although not always accurately Can use the apostrophe for omission correctly Can use the apostrophe for omission correctly Can use the apostrophe for omission correctly Can use the apostrophe of or different audiences and different purposes Beach Party Is progressively building a varied and and rich vocabulary Records ideas in chunks (paragraphs) and is able to check that their writing follows their original p Can consider the needs of the reader when planning their text Can consider the needs of the reader or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can proof read to check for spelling errors Can proof read to check for sing gunctation Can proof read to check for missing punctuation Can proof read to check for missing punctuation </td <td>•</td> <td></td> <td></td> <td></td> <td></td>	•				
Performance (Year 6) Classtonbury Chessington (Year 6) Summer Fayre Beach Party Chessington (Year 6) Chessington (Year 6) Chessington (Year 6) Summer Fayre Beach Party Can use the apostrophe for omission correctly Can use the apostrophe for one Can confidently compose and rehearse a cohesive text Is progressively building a varied and and rich vocabulary Records ideas in chunks (paragraphs) and is able to check that their writing follows their original progressively building a varied and and rich vocabulary Records ideas in chunks (paragraphs) and is able to check that their writing follows their original progressively building a varied or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can proof read to check for spelling errors Can proof read to check for spelling errors Can check own writing against genre success criteria e.g. by highlighting the parts of their writing Can check own writing against genre success criteria e.g. by highlighting the parts of their writing					
Chessington (Year 6) Summer Fayre Beach Party Can use the apostrophe for omission correctly Can indicate possession by using the possessive apostrophe with plural nouns Is beginning to know how to write for different purposes Can confidently compose and rehearse a cohesive text Is progressively building a varied and and rich vocabulary Records ideas in chunks (paragraphs) and is able to check that their writing follows their original p Can consider the needs of the reader when planning their text Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can proof read to check for spelling errors Can proof read to check for missing punctuation Can check own writing against gerne success criteria e.g. by highlighting the parts of their writing	Performance (Year 6)				Is beginning to use commas after fronted adverbials
Chessington (Year 6) Summer Fayre Beach Party Can indicate possession by using the possessive apostrophe with plural nouns Is beginning to know how to write for different audiences and different purposes Can confidently compose and rehearse a cohesive text Is progressively building a varied and and rich vocabulary Records ideas in chunks (paragraphs) and is able to check that their writing follows their original p Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can proof read to check for missing punctuation Can check own writing against genre success criteria e.g. by highlighting the parts of their writing	Classtonbury				
Summer Fayre Beach Party Beach					
Beach Party Can confidently compose and rehearse a cohesive text Is progressively building a varied and and rich vocabulary Records ideas in chunks (paragraphs) and is able to check that their writing follows their original p Can consider the needs of the reader when planning their text Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can proof read to check for spelling errors Can proof read to check for missing punctuation Can check own writing against genre success criteria e.g. by highlighting the parts of their writing	•				
Is progressively building a varied and and rich vocabulary Records ideas in chunks (paragraphs) and is able to check that their writing follows their original p Can consider the needs of the reader when planning their text Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can proof read to check for spelling errors Can proof read to check for missing punctuation Can check own writing against genre success criteria e.g. by highlighting the parts of their writing	-				
Records ideas in chunks (paragraphs) and is able to check that their writing follows their original p Can consider the needs of the reader when planning their text Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can proof read to check for spelling errors Can proof read to check for missing punctuation Can check own writing against genre success criteria e.g. by highlighting the parts of their writing	Beach Party				
Can consider the needs of the reader when planning their text Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can proof read to check for spelling errors Can proof read to check for missing punctuation Can check own writing against genre success criteria e.g. by highlighting the parts of their writing					
Can include details to add interest, to persuade or to direct Imagination is shown by the inclusion the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can proof read to check for spelling errors Can proof read to check for missing punctuation Can check own writing against genre success criteria e.g. by highlighting the parts of their writing					Can consider the needs of the reader when planning their text
the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can proof read to check for spelling errors Can proof read to check for missing punctuation Can check own writing against genre success criteria e.g. by highlighting the parts of their writing					
Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing Can proof read to check for spelling errors Can proof read to check for missing punctuation Can check own writing against genre success criteria e.g. by highlighting the parts of their writing					
Can proof read to check for spelling errors Can proof read to check for missing punctuation Can check own writing against genre success criteria e.g. by highlighting the parts of their writing					Expresses an opinion by giving justification for their ideas
Can proof read to check for missing punctuation Can check own writing against genre success criteria e.g. by highlighting the parts of their writing					
Can proof read to check for missing punctuation Can check own writing against genre success criteria e.g. by highlighting the parts of their writing					Can proof read to check for spelling errors
Can check own writing against genre success criteria e.g. by highlighting the parts of their writing					
					Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where
					themselves next steps for their next piece of writing
Can read peers' writing and make suggestions for improvement against the success criteria and a					Can read peers' writing and make suggestions for improvement against the success criteria and about s

an f details e.g. direct speech, description of setting and

rolling the tone and volume so that the meaning is clear e reader

ed with anticipation en, if, because, although

f details e.g. direct speech, description of setting and

where they have met the success criteria and setting

out spelling, punctuation and vocabulary

Medium Term Plan Year 5

Visit/trips/extra- curricular	Timeline	Genre	Supporting Texts	Oracy Skills	Key Objectives Objectives from Pixl have been listed for each writing focus. Along with these teachers need to ensure the follo
experiences					 Spelling and handwriting objectives from pixl to be taught at all times
					• Ensure to cover narrative/non narrative objectives from table when these genres are taught
Chatham Dockyard (Year 5)	Term 1 (7 weeks)	Learning to learn (1 week)	Introduce termly read		
(Year 5) Creepy Crawly Australian Animals (Year 2) Pumpkin Picking Harvest festival (Year 1&4) Heart start (Year 6)		Diary (3 weeks)	The Lion and the Unicorn by Shirley Hughes		Chooses an appropriate form for their writing in order to communicate effectively. Experiments with clause structures to give variety to their writing. Sentences are grammatically accurate. Can maintain a consistent tense through choosing and using an appropriate verb form. Always uses capital letters and full stops accurately. Has a growing understanding of how to use commas to separate clauses in sentences. Can identify the audience, context and purpose for writing. Is able to explain how the audience for a text will impact on how it is written. Can proof read to check for spelling errors. Can proof read to check for missing punctuation.
		Setting description (3 weeks)	Boy in the Tower by Polly Ho-Yen		Refines ideas based on experience of good quality example texts. Includes appropriate features to enhance the meaning and impact of their text. Uses a wide range of co-ordinating and subordinating conjunctions to develop and extend their ideas. Sentences are grammatically accurate. Can routinely add detail and interest to sentences through precise use of techniques such as adverbia Always uses capital letters and full stops accurately.

ollowing:

as.

rbial phrases, expanded noun phrases etc.

				Always uses question marks and exclamation marks accurately. Can use commas for lists nearly always correctly. Can use commas after fronted adverbials.
				Understands the use of brackets to add additional information.
				Includes sufficient detail to engage the reader.
				Establishes a clear viewpoint in their writing and maintains this throughout a text.
				Can proof read to check for spelling errors. Can proof read to check for missing punctuation.
Swimming (Year 3) Remembrance Day	Term 2 (7 weeks)	Script writing (2 weeks)	Leon and the place between by Angela	Is able to critically evaluate their own and other people's written work. Chooses an appropriate form for their writing in order to communicate effectively.
Poppy assembly (Year 5) Children in Need Firework night			McAllister	Experiments with clause structures to give variety to their writing. Uses a wide range of co-ordinating and subordinating conjunctions to develop and extend their idea Sentences are grammatically accurate. Can maintain a consistent tense through choosing and using an appropriate verb form.
Anti-Bullying Week/Odd Sock Day Pantomime visit				Always uses capital letters and full stops accurately. Is confident in using inverted commas to mark speech. Usually punctuates speech inside inverted commas. Can use an apostrophe for possession (including plural nouns) accurately.
Nativity (Year R) Santa Visit				Understands the use of brackets to add additional information.
Christmas Jumper Week				Is able to explain how the audience for a text will impact on how it is written. Uses own planning strategies to compose and rehearse whole texts before writing.
Christmas sing-a-long (Year 2) Nursery Singing				Identifies and edits inaccuracies in grammar. Can proof read to check for spelling errors. Can proof read to check for missing punctuation.
Christmas Cards				
Christingle (Year 3)		Poetry (2 weeks)	Heard it in the playground by	Chooses an appropriate form for their writing in order to communicate effectively. Includes appropriate features to enhance the meaning and impact of their text.
			Allan Ahlberg	Can explain why a given sentence type will enhance the meaning/impact of a passage. Experiments with clause structures to give variety to their writing.
				Always uses capital letters and full stops accurately. Always uses question marks and exclamation marks accurately.
				Can identify the audience, context and purpose for writing. Is able to explain how the audience for a text will impact on how it is written. Edits vocabulary choices to enhance the meaning or impact of the text. Can make improvements to a text to ensure that it closely meets the brief/success criteria.
		Instructions (1 week)	How to Babysit a Grandma by Jean	Shares their work confidently, ensuring the meaning is clear to the reader/listener. Includes appropriate features to enhance the meaning and impact of their text.
			Reagan	Can explain why a given sentence type will enhance the meaning/impact of a passage. Sentences are grammatically accurate. Can maintain a consistent tense through choosing and using an appropriate verb form. Cohesion and flow are promoted through the use of pronouns and determiners.
				Always uses capital letters and full stops accurately. Can use an apostrophe for contraction accurately. Understands the use of brackets to add additional information.
				Can identify the audience, context and purpose for writing. Is able to explain how the audience for a text will impact on how it is written. Establishes a clear viewpoint in their writing and maintains this throughout a text.
	1		1	

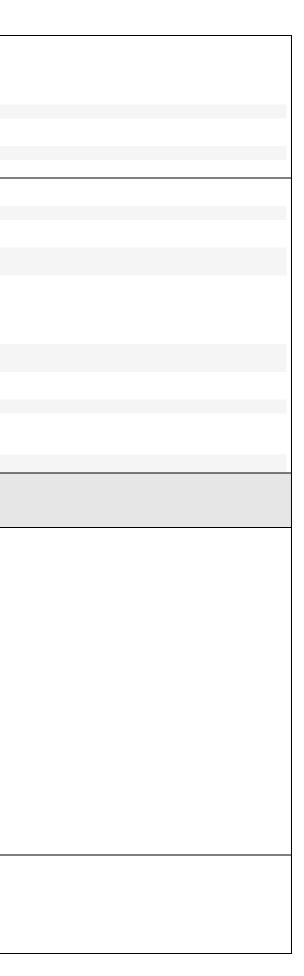
eas.			
203.			

		1	· · ·	
				Identifies and edits inaccuracies in grammar.
				Can proof read to check for spelling errors.
				Can proof read to check for missing punctuation.
		Letter (2 weeks)	Kensuke's Kingdom	Shares their work confidently, ensuring the meaning is clear to the reader/listener. Includes appropriate features to enhance the meaning and impact of their text.
			by Michael	
			Morpurgo	Can avalais why a given contance type will enhance the magning/impact of a passage
				Can explain why a given sentence type will enhance the meaning/impact of a passage. Cohesion and flow are promoted through the use of pronouns and determiners.
				Conesion and now are promoted through the use of pronouns and determiners.
				Always uses capital letters and full stops accurately.
				Always uses question marks and exclamation marks accurately. Is confident in using inverted commas to mark speech.
				Can use an apostrophe for contraction accurately.
				Understands the use of brackets to add additional information.
				Considentify the outlinese contact and purpose for writing
				Can identify the audience, context and purpose for writing. Is able to explain how the audience for a text will impact on how it is written.
				Establishes a clear viewpoint in their writing and maintains this throughout a text.
				Establishes a clear viewpoint in their writing and maintains this throughout a text.
				Identifies and edite inconversion in grommer
				Identifies and edits inaccuracies in grammar.
				Edits vocabulary choices to enhance the meaning or impact of the text. Can proof read to check for spelling errors.
				Can proof read to check for missing punctuation.
New Years	Term 3	Letter writing (2	Treason by Berlie	Shares their work confidently, ensuring the meaning is clear to the reader/listener.
Resolutions		weeks)	Doherty	Includes appropriate features to enhance the meaning and impact of their text.
	(5 weeks)	weeks)	Donerty	
Internet Safety Day				Can explain why a given sentence type will enhance the meaning/impact of a passage.
Superhero Visit				Sentences are grammatically accurate.
				Can maintain a consistent tense through choosing and using an appropriate verb form.
				Cohesion and flow are promoted through the use of pronouns and determiners.
				Always uses capital letters and full stops accurately.
				Can use an apostrophe for contraction accurately.
				Understands the use of brackets to add additional information.
				Can identify the audience, context and purpose for writing. Is able to explain how the audience for a text will impact on how it is written.
				Establishes a clear viewpoint in their writing and maintains this throughout a text.
				Identifies and edits inaccuracies in grammar.
				Can proof read to check for spelling errors.
				Can proof read to check for missing punctuation.
		Story writing (3	The Iron Man by	Is able to critically evaluate their own and other people's written work.
		weeks)	Ted Hughes	Includes appropriate features to enhance the meaning and impact of their text.
				Uses a range of sentence types with growing dexterity.
				Can explain why a given sentence type will enhance the meaning/impact of a passage.
				Experiments with clause structures to give variety to their writing.
				Uses a wide range of co-ordinating and subordinating conjunctions to develop and extend their ide
				Sentences are grammatically accurate.
				Can maintain a consistent tense through choosing and using an appropriate verb form.
				Can routinely add detail and interest to sentences through precise use of techniques such as adve
				Always uses capital letters and full stops accurately.
				Always uses capital letters and full stops accurately. Always uses question marks and exclamation marks accurately.
				Is confident in using inverted commas to mark speech.
				Usually punctuates speech inside inverted commas.
				Has a growing understanding of how to use commas to separate clauses in sentences.
				Can use an apostrophe for possession (including plural nouns) accurately.
				Can use an apostrophe for contraction accurately.
		1		Understands the use of brackets to add additional information.

ideas.

lverbial phrases, expanded noun phrases etc.

			-	-	-
					Can identify the audience, context and purpose for writing. Uses own planning strategies to compose and rehearse whole texts before writing. Pitches texts appropriately, according to who it will be read by. Includes sufficient detail to engage the reader. Identifies and edits inaccuracies in grammar. Edits vocabulary choices to enhance the meaning or impact of the text. Can make improvements to a text to ensure that it closely meets the brief/success criteria.
,	Term 4 (6 weeks)	Newspaper report (2 weeks)	Varmints by Helen Ward		Chooses an appropriate form for their writing in order to communicate effectively. Confidently undertakes the composition of whole texts, writing with fluency and stamina. Includes appropriate features to enhance the meaning and impact of their text. Uses a range of sentence types with growing dexterity. Can explain why a given sentence type will enhance the meaning/impact of a passage. Cohesion and flow are promoted through the use of pronouns and determiners. Always uses capital letters and full stops accurately. Always uses question marks and exclamation marks accurately. Can use commas for lists nearly always correctly. Can use commas after fronted adverbials. Can use an apostrophe for contraction accurately. Understands the use of brackets to add additional information. Pitches texts appropriately, according to who it will be read by. Includes sufficient detail to engage the reader. Identifies and edits inaccuracies in grammar. Can proof read to check for spelling errors. Can proof read to check for missing punctuation.
		World book week (1 week)	ТВС		
		Balanced argument (2 week)	Clockwork by Philip Pullman		Shares their work confidently, ensuring the meaning is clear to the reader/listener. Includes appropriate features to enhance the meaning and impact of their text. Uses a range of sentence types with growing dexterity. Cohesion and flow are promoted through the use of pronouns and determiners. Always uses capital letters and full stops accurately. Always uses question marks and exclamation marks accurately. Has a growing understanding of how to use commas to separate clauses in sentences. Can use an apostrophe for possession (including plural nouns) accurately. Can use an apostrophe for contraction accurately. Understands the use of brackets to add additional information. Can identify the audience, context and purpose for writing. Is able to explain how the audience for a text will impact on how it is written. Uses own planning strategies to compose and rehearse whole texts before writing. Establishes a clear viewpoint in their writing and maintains this throughout a text. Edits vocabulary choices to enhance the meaning or impact of the text. Can make improvements to a text to ensure that it closely meets the brief/success criteria.
		Persuasion text (1 week)	Clockwork by Philip Pullman		Shares their work confidently, ensuring the meaning is clear to the reader/listener. Includes appropriate features to enhance the meaning and impact of their text. Uses a range of sentence types with growing dexterity.
				1	



					Always uses capital letters and full stops accurately. Always uses question marks and exclamation marks accurately.
					Has a growing understanding of how to use commas to separate clauses in sentences.
					Can use an apostrophe for possession (including plural nouns) accurately.
					Can use an apostrophe for contraction accurately.
					Understands the use of brackets to add additional information.
					Can identify the audience, context and purpose for writing.
					Is able to explain how the audience for a text will impact on how it is written.
					Uses own planning strategies to compose and rehearse whole texts before writing. Establishes a clear viewpoint in their writing and maintains this throughout a text.
					Edits vocabulary choices to enhance the meaning or impact of the text.
					Can make improvements to a text to ensure that it closely meets the brief/success criteria.
Swimming (Year 5)	Term 5	Character	Rain-player by		Confidently undertakes the composition of whole texts, writing with fluency and stamina.
	(6 weeks)	description (1	David Wisniewski		Shares their work confidently, ensuring the meaning is clear to the reader/listener.
		week)			Uses a range of sentence types with growing dexterity.
					Can explain why a given sentence type will enhance the meaning/impact of a passage.
					Uses a wide range of co-ordinating and subordinating conjunctions to develop and extend their idea
					Sentences are grammatically accurate.
					Can maintain a consistent tense through choosing and using an appropriate verb form.
					Can routinely add detail and interest to sentences through precise use of techniques such as advert
					Always uses capital letters and full stops accurately.
					Always uses question marks and exclamation marks accurately.
					Is confident in using inverted commas to mark speech.
					Usually punctuates speech inside inverted commas.
					Can use commas for lists nearly always correctly.
					Can use commas after fronted adverbials.
					Has a growing understanding of how to use commas to separate clauses in sentences.
					Is able to explain how the audience for a text will impact on how it is written.
					Uses own planning strategies to compose and rehearse whole texts before writing.
					Identifies and edits inconversion in grammer
					Identifies and edits inaccuracies in grammar.
					Edits vocabulary choices to enhance the meaning or impact of the text. Can proof read to check for spelling errors.
					Can proof read to check for missing punctuation.
		Story writing (x2	Rain-player by		Confidently undertakes the composition of whole texts, writing with fluency and stamina.
		weeks)	David Wisniewski		Shares their work confidently, ensuring the meaning is clear to the reader/listener.
					Uses a range of sentence types with growing dexterity.
					Can explain why a given sentence type will enhance the meaning/impact of a passage.
					Uses a wide range of co-ordinating and subordinating conjunctions to develop and extend their idea
					Sentences are grammatically accurate.
					Can maintain a consistent tense through choosing and using an appropriate verb form. Can routinely add detail and interest to sentences through precise use of techniques such as advert
					Can requirely and detail and interest to sentences through precise use of techniques such as duvelt
					Always uses capital letters and full stops accurately.
					Always uses question marks and exclamation marks accurately.
					Is confident in using inverted commas to mark speech.
					Usually punctuates speech inside inverted commas.
					Can use commas for lists nearly always correctly.
					Can use commas after fronted adverbials. Has a growing understanding of how to use commas to separate clauses in sentences.
					ו זמש מ שיטישווש טווטבושנמוטווש טו ווטש נט עשב גטווווומש נט שבאמומנע גומטשבא ווו שנוונטונעש.
					l

eas.

erbial phrases, expanded noun phrases etc.

eas.

erbial phrases, expanded noun phrases etc.

				Is able to explain how the audience for a text will impact on how it is written. Uses own planning strategies to compose and rehearse whole texts before writing.
				Identifies and edits inaccuracies in grammar. Edits vocabulary choices to enhance the meaning or impact of the text. Can proof read to check for spelling errors. Can proof read to check for missing punctuation.
		Poetry (2 weeks)	The Great Kapok Tree by Lynne Cherry	Chooses an appropriate form for their writing in order to communicate effectively. Includes appropriate features to enhance the meaning and impact of their text.
				Can explain why a given sentence type will enhance the meaning/impact of a passage. Experiments with clause structures to give variety to their writing.
				Always uses capital letters and full stops accurately. Always uses question marks and exclamation marks accurately.
				Can identify the audience, context and purpose for writing. Is able to explain how the audience for a text will impact on how it is written. Edits vocabulary choices to enhance the meaning or impact of the text. Can make improvements to a text to ensure that it closely meets the brief/success criteria.
		Fact file (1 week)	The Mousehole Cat by Antonia Barber	Confidently undertakes the composition of whole texts, writing with fluency and stamina. Sentences are grammatically accurate. Can maintain a consistent tense through choosing and using an appropriate verb form. Always uses capital letters and full stops accurately. Has a growing understanding of how to use commas to separate clauses in sentences. Can use an apostrophe for contraction accurately. Can identify the audience, context and purpose for writing. Is able to explain how the audience for a text will impact on how it is written. Uses own planning strategies to compose and rehearse whole texts before writing. Identifies and edits inaccuracies in grammar. Can proof read to check for spelling errors. Can proof read to check for missing punctuation.
Strings Festival Fathers Day Cards	Term 6 (7 weeks)	Story writing (3 weeks)	Pattan's pumpkin by Chitra Soundar	By the end of the year children should be able to: Is able to critically evaluate their own and other people's written work.
EYFS Fathers Day Morning Year R Parent		Letter writing (2 weeks)	Macbeth by William Shakespeare	Chooses an appropriate form for their writing in order to communicate effectively. Refines ideas based on experience of good quality example texts. Confidently undertakes the composition of whole texts, writing with fluency and stamina. Shares their work confidently, ensuring the meaning is clear to the reader/listener.
Meetings Equality & Diversity Day Bude Residential (Year 5) Transition Day Police Day Swingate's Got Talent		Diary (2 weeks)	Holes by Louis Sachar	Includes appropriate features to enhance the meaning and impact of their text. Uses a range of sentence types with growing dexterity. Can explain why a given sentence type will enhance the meaning/impact of a passage. Experiments with clause structures to give variety to their writing. Uses a wide range of co-ordinating and subordinating conjunctions to develop and extend their Sentences are grammatically accurate. Can maintain a consistent tense through choosing and using an appropriate verb form. Can routinely add detail and interest to sentences through precise use of techniques such as a Cohesion and flow are promoted through the use of pronouns and determiners.
Swingate's Got Halent Sports Day Teddy Bears Picnic End of School Performance (Year 6) Classtonbury Chessington (Year 6) Summer Fayre				Always uses capital letters and full stops accurately. Always uses question marks and exclamation marks accurately. Is confident in using inverted commas to mark speech. Usually punctuates speech inside inverted commas. Can use commas for lists nearly always correctly. Can use commas after fronted adverbials. Has a growing understanding of how to use commas to separate clauses in sentences. Can use an apostrophe for possession (including plural nouns) accurately. Can use an apostrophe for contraction accurately.

ideas.

lverbial phrases, expanded noun phrases etc.

Beach Party	Understands the use of brackets to add additional information.
	Can identify the audience, context and purpose for writing. Is able to explain how the audience for a text will impact on how it is written. Uses own planning strategies to compose and rehearse whole texts before writing. Pitches texts appropriately, according to who it will be read by. Includes sufficient detail to engage the reader. Establishes a clear viewpoint in their writing and maintains this throughout a text.
	Identifies and edits inaccuracies in grammar. Edits vocabulary choices to enhance the meaning or impact of the text. Can proof read to check for spelling errors. Can proof read to check for missing punctuation. Can make improvements to a text to ensure that it closely meets the brief/success criteria.

Medium Term Plan Year 6

Visit/trips/extra- curricular experiences	Timeline	Genre	Supporting Texts	Oracy Skills	 Key Objectives Objectives from Pixl have been listed for each writing focus. Along with these teachers need to ensure the follo Spelling and handwriting objectives from pixl to be taught at all times Ensure to cover narrative/non narrative objectives from table when these genres are taught
Chatham Dockyard (Year 5)	Term 1 (7 weeks)	Learning to learn (1 week)	Introduce termly text		
Creepy Crawly Australian Animals (Year 2) Pumpkin Picking Harvest festival (Year		Character description (1 week)	Flotsam by David Wiesner		Can refine their ideas based on their experience of good quality model texts Can describe settings and characters using adjectives Can describe settings and characters using adverbs Can use conjunctions to extend sentences with more than one clause
1&4) Heart start (Year 6)					Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquia
					Can use capital letters and full stops accurately (to make and improve sentences)

ollowing:

	Diary entry (1		Can choose the most appropriate form for their writing in order to communicate effectively Can compose and execute whole texts, writing with fluency and stamina
	week)		Can use audience feedback to support the writing/editing process
			Can describe settings and characters using adjectives Can describe settings and characters using adverbs
			Can use conjunctions to extend sentences with more than one clause
			Can integrate dialogue
			Can use modal verbs
			Can write in both active and passive form
			Can develop cohesion within sentences
			Can identify the correct audience and compose an appropriate text based on this
			Can select and use the appropriate structure and features for a text type
			Conversional television and full stand accurately (to make and improve contanges)
			Can use capital letters and full stops accurately (to make and improve sentences) Can use question marks (to write question sentences which 'hook' the reader
			Can use exclamation marks
	Story writing (1		Can refine their ideas based on their experience of good quality model texts
	week)		Can compose and execute whole texts, writing with fluency and stamina
			Can use audience feedback to support the writing/editing process
			Can describe settings and characters using adjectives
			Can describe settings and characters using adverbs
			Can use conjunctions to extend sentences with more than one clause
			Can integrate dialogue
			Can identify the correct audience and compose an appropriate text based on this
			Can select and use the appropriate structure and features for a text type
			Can use capital letters and full stops accurately (to make and improve sentences)
			Can use question marks (to write question sentences which 'hook' the reader
			Can use exclamation marks Can use inverted commas for dialogue
	Letter writing (1	Letters from the	Can critically evaluate their own and other peoples' written work against a specific brief
	week)	Lighthouse by	Can choose the most appropriate form for their writing in order to communicate effectively
	Weeky	Emma Carroll	Can refine their ideas based on their experience of good quality model texts
		Linna carron	Can compose and execute whole texts, writing with fluency and stamina Can use audience feedback to support the writing/editing process
			our use addictice recubacit to support the writing/cutting process
			Can use conjunctions to extend sentences with more than one clause
			Can develop cohesion within sentences
			Can identify the correct audience and compose an appropriate text based on this
			Can select and use the appropriate structure and features for a text type
			Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial
			Conversional television and full stand accurately (to make and improve contanges)
			Can use capital letters and full stops accurately (to make and improve sentences) Can use question marks (to write question sentences which 'hook' the reader
	Diary entry (2	Everest: The	Can critically evaluate their own and other peoples' written work against a specific brief
	weeks)	Remarkable Story	Can choose the most appropriate form for their writing in order to communicate effectively
	weeksj	of Edmund Hillary	Can refine their ideas based on their experience of good quality model texts
			Can compose and execute whole texts, writing with fluency and stamina
		and Tenzing by	Can use audience feedback to support the writing/editing process
		Alexandar Stewart	Can use conjunctions to extend sentences with more than one clause
			Can integrate dialogue
			Can use modal verbs
			Can develop cohesion within sentences
			Can identify the correct audience and compose an appropriate text based on this
			Can select and use the appropriate structure and features for a text type
			Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial

oquial/formal etc)
oquial/formal etc)

				Can use capital letters and full stops accurately (to make and improve sentences)
Swimming (Year 3) Remembrance Day Poppy assembly (Year 5) Children in Need Firework night Anti-Bullying Week/Odd Sock Day Pantomime visit Nativity (Year R) Santa Visit Christmas Jumper Week Christmas sing-a-long (Year 2) Nursery Singing	Term 2 (7 weeks)	Newspaper report (1 week)	The Chinese Zodiac by Anita Mangan	Can critically evaluate their own and other peoples' written work against a specific brief Can choose the most appropriate form for their writing in order to communicate effectively Can refine their ideas based on their experience of good quality model texts Can compose and execute whole texts, writing with fluency and stamina Can use audience feedback to support the writing/editing process Can describe settings and characters using adjectives Can describe settings and characters using adjectives Can use conjunctions to extend sentences with more than one clause Can integrate dialogue Can use modal verbs Can write in both active and passive form Can develop cohesion within sentences Can identify the correct audience and compose an appropriate text based on this Can select and use the appropriate structure and features for a text type Can select and use the appropriate structure and features for a text type Can use capital letters and full stops accurately (to make and improve sentences) Can use exclamation marks Can use inverted commas for dialogue
Christmas Cards Christingle (Year 3)				Can use apostrophes to show omissions
		Setting description (1 week)	The Girl of Ink and Stars by Kiran Millwood Hargrave	Can critically evaluate their own and other peoples' written work against a specific brief Can choose the most appropriate form for their writing in order to communicate effectively Can refine their ideas based on their experience of good quality model texts Can compose and execute whole texts, writing with fluency and stamina Can use audience feedback to support the writing/editing process
				Can describe settings and characters using adjectives Can describe settings and characters using adverbs Can use conjunctions to extend sentences with more than one clause Can integrate dialogue Can develop cohesion within sentences
				Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquia
				Can use capital letters and full stops accurately (to make and improve sentences) Can use inverted commas for dialogue Can use apostrophes to show omissions
		Story writing (1 week)	The Girl of Ink and Stars by Kiran Millwood Hargrave	Can critically evaluate their own and other peoples' written work against a specific brief Can choose the most appropriate form for their writing in order to communicate effectively Can refine their ideas based on their experience of good quality model texts Can compose and execute whole texts, writing with fluency and stamina Can use audience feedback to support the writing/editing process
				Can describe settings and characters using adjectives Can describe settings and characters using adverbs Can use conjunctions to extend sentences with more than one clause Can integrate dialogue
				Can develop cohesion within sentences Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquia
				Can use capital letters and full stops accurately (to make and improve sentences) Can use inverted commas for dialogue
		Letter writing (1 week)	The other side of the Truth by Beverley Naidoo	Can use apostrophes to show omissions Can critically evaluate their own and other peoples' written work against a specific brief Can choose the most appropriate form for their writing in order to communicate effectively Can refine their ideas based on their experience of good quality model texts Can compose and execute whole texts, writing with fluency and stamina Can use audience feedback to support the writing/editing process

uial/formal etc)
uial/formal etc)
uial/formal etc)

			Can use conjunctions to extend sentences with more than one clause
			Can use modal verbs Can write in both active and passive form
			Can develop cohesion within sentences
			Can identify the correct audience and compose an appropriate text based on this
			Can select and use the appropriate structure and features for a text type
			Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquia
			Can use capital letters and full stops accurately (to make and improve sentences)
			Can use question marks (to write question sentences which 'hook' the reader
	Story writing (1	Alice in	Can critically evaluate their own and other peoples' written work against a specific brief
	week)	Wonderland by	Can choose the most appropriate form for their writing in order to communicate effectively
	meeny	Lewis Carroll	Can refine their ideas based on their experience of good quality model texts
		Lewis Carton	Can compose and execute whole texts, writing with fluency and stamina
			Can use audience feedback to support the writing/editing process
			Can describe settings and characters using adjectives
			Can describe settings and characters using adverbs
			Can use conjunctions to extend sentences with more than one clause
			Can integrate dialogue
			Can develop cohesion within sentences
			Can select and use the appropriate structure and features for a text type
			Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquia
			Can use capital letters and full stops accurately (to make and improve sentences)
			Can use question marks (to write question sentences which 'hook' the reader
			Can use exclamation marks
			Can use inverted commas for dialogue
	Nousananan	Franz Fardinand	Can use apostrophes to show omissions Can critically evaluate their own and other peoples' written work against a specific brief
	Newspaper	Franz Ferdinand	Can choose the most appropriate form for their writing in order to communicate effectively
	report (1 week)	The Dancing	Can refine their ideas based on their experience of good quality model texts
		Wulrus by Marcus	Can compose and execute whole texts, writing with fluency and stamina
		Pfister	Can use audience feedback to support the writing/editing process
			Can integrate dialogue
			Can use modal verbs
			Can write in both active and passive form
			Can develop cohesion within sentences
			Can identify the correct audience and compose an appropriate text based on this
			Can select and use the appropriate structure and features for a text type Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquia
			Can use capital letters and full stops accurately (to make and improve sentences)
			Can use question marks (to write question sentences which 'hook' the reader
			Can use inverted commas for dialogue
	Poetry (1 week)	Moon Juice by Kate	Can critically evaluate their own and other peoples' written work against a specific brief
		Wakeling	Can choose the most appropriate form for their writing in order to communicate effectively
			Can refine their ideas based on their experience of good quality model texts Can compose and execute whole texts, writing with fluency and stamina
			Can use audience feedback to support the writing/editing process
			Can use modal verbs
			Can write in both active and passive form
			Can develop cohesion within sentences
			Can identify the correct audience and compase on appropriate tout based on this
			Can identify the correct audience and compose an appropriate text based on this Can select and use the appropriate structure and features for a text type
			Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquia
			Can use capital letters and full stops accurately (to make and improve sentences)

ial/formal etc)	
iial/formal etc)	
ial/formal etc)	
ial/formal etc)	

				Can use question marks (to write question sentences which 'hook' the reader
New Years Resolutions Internet Safety Day Superhero Visit	Term 3 (5 weeks)	Letter writing (1 week)	Why the Wales came by Michael Morpurgo	Can critically evaluate their own and other peoples' written work against a specific brief Can choose the most appropriate form for their writing in order to communicate effectively Can refine their ideas based on their experience of good quality model texts Can compose and execute whole texts, writing with fluency and stamina Can use audience feedback to support the writing/editing process
Supernero visit				
				Can use conjunctions to extend sentences with more than one clause Can use modal verbs
				Can write in both active and passive form
				Can develop cohesion within sentences
				Can identify the correct audience and compose an appropriate text based on this Can select and use the appropriate structure and features for a text type Can select vocabulary and tone that reflects the level of formality required (Standard English/colloque
				Can use capital letters and full stops accurately (to make and improve sentences) Can use question marks (to write question sentences which 'hook' the reader Can use apostrophes to show omissions
		Story writing (2		Can critically evaluate their own and other peoples' written work against a specific brief
		weeks)		Can choose the most appropriate form for their writing in order to communicate effectively Can refine their ideas based on their experience of good quality model texts
				Can compose and execute whole texts, writing with fluency and stamina Can use audience feedback to support the writing/editing process
				Can use addience reedback to support the writing/editing process
				Can describe settings and characters using adjectives Can describe settings and characters using adverbs
				Can use conjunctions to extend sentences with more than one clause
				Can integrate dialogue
				Can select and use the appropriate structure and features for a text type Can select vocabulary and tone that reflects the level of formality required (Standard English/colloque
				Can use capital letters and full stops accurately (to make and improve sentences) Can use question marks (to write question sentences which 'hook' the reader Can use inverted commas for dialogue
		Poetry (1 week)	The Iron Wolf by	Can critically evaluate their own and other peoples' written work against a specific brief Can choose the most appropriate form for their writing in order to communicate effectively
			Ted Hughes	Can refine their ideas based on their experience of good quality model texts
				Can compose and execute whole texts, writing with fluency and stamina Can use audience feedback to support the writing/editing process
				Can develop cohesion within sentences
				Can select and use the appropriate structure and features for a text type
				Can select vocabulary and tone that reflects the level of formality required (Standard English/colloqu
				Can use capital letters and full stops accurately (to make and improve sentences)
		Autobiography	Greta's Story by	Can critically evaluate their own and other peoples' written work against a specific brief Can choose the most appropriate form for their writing in order to communicate effectively
		(1 week)	Valentina Camerini	Can refine their ideas based on their experience of good quality model texts
				Can compose and execute whole texts, writing with fluency and stamina Can use audience feedback to support the writing/editing process
				Can describe settings and characters using adverbs Can use conjunctions to extend sentences with more than one clause
				Can integrate dialogue
				Can write in both active and passive form Can develop cohesion within sentences
				Can identify the correct audience and compose an appropriate text based on this
				Can select and use the appropriate structure and features for a text type Can select vocabulary and tone that reflects the level of formality required (Standard English/colloqu

·	
quial/formal etc)	
·	
quial/formal etc)	
quial/formal etc)	
quial/formal etc)	

				Can use question marks (to write question sentences which 'hook' the reader
				Can use inverted commas for dialogue
	T			Can use apostrophes to show omissions Can critically evaluate their own and other peoples' written work against a specific brief
Medway Music	Term 4	Letter writing (1	Here we are by	Can choose the most appropriate form for their writing in order to communicate effectively
Festival	(6 weeks)	week)	Oliver Jeffers	Can refine their ideas based on their experience of good quality model texts
World Book Week				Can compose and execute whole texts, writing with fluency and stamina
Mothers Day Cards				Can use audience feedback to support the writing/editing process
EYFS Mothers Day				
, Morning				Can write in both active and passive form
Easter Quiz				Can develop cohesion within sentences
Nursery Egg rolling				Can identify the correct audience and compose an appropriate text based on this
,				Can select and use the appropriate structure and features for a text type
competition				Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial/formal etc)
Sports Relief				
Easter cards				Can use capital letters and full stops accurately (to make and improve sentences)
				Can use question marks (to write question sentences which 'hook' the reader
				Can use apostrophes to show omissions
		World book	TBC	
		week (1		
		weeks)????		
		Persuasion text	Journey by Aaron	Can critically evaluate their own and other peoples' written work against a specific brief
		(leaflet) (1	Becker	Can choose the most appropriate form for their writing in order to communicate effectively
		week)		Can refine their ideas based on their experience of good quality model texts Can compose and execute whole texts, writing with fluency and stamina
		incerty.		Can use audience feedback to support the writing/editing process
				Can identify the correct audience and compose an appropriate text based on this
				Can select and use the appropriate structure and features for a text type
				Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial/formal etc)
				Can use question marks (to write question sentences which 'hook' the reader
		Instructional		Can critically evaluate their own and other peoples' written work against a specific brief
		text (1 week)		Can choose the most appropriate form for their writing in order to communicate effectively
		lext (1 week)		Can refine their ideas based on their experience of good quality model texts
				Can compose and execute whole texts, writing with fluency and stamina
				Can use audience feedback to support the writing/editing process
				Can use modal verbs
				Can identify the correct audience and compose an appropriate text based on this
				Can select and use the appropriate structure and features for a text type
				Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial/formal etc)
				Can use capital letters and full stops accurately (to make and improve sentences)
				Can use apostrophes to show omissions
		Explanation text	Tuesday by David	Can critically evaluate their own and other peoples' written work against a specific brief
		(2 week)	Wiesner	Can choose the most appropriate form for their writing in order to communicate effectively
		(Z WEEK)	Wieshei	Can refine their ideas based on their experience of good quality model texts
				Can compose and execute whole texts, writing with fluency and stamina
				Can use audience feedback to support the writing/editing process
				Can use conjunctions to extend sentences with more than one clause
				Can integrate dialogue
				Can use modal verbs
				Can identify the correct audience and compose an appropriate text based on this
				Can select and use the appropriate structure and features for a text type
				Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial/formal etc)
				Con use conital latters and full stans accurately (to make and improve contanges)
				Can use capital letters and full stops accurately (to make and improve sentences) Can use apostrophes to show omissions
		I	1	

olloquial/formal etc)
olloquial/formal etc)
olloquial/formal etc)
olloquial/formal etc)

Swimming (Year 5)	Term 5 (6 weeks)	Playscript (2 week)	Harry Potter and the Cursed Child by J.K Rowling	Can critically evaluate their own and other peoples' written work against a specific brief Can choose the most appropriate form for their writing in order to communicate effectively Can refine their ideas based on their experience of good quality model texts Can compose and execute whole texts, writing with fluency and stamina
				Can use audience feedback to support the writing/editing process
				Can describe settings and characters using adjectives Can describe settings and characters using adverbs Can use conjunctions to extend sentences with more than one clause
				Can integrate dialogue Can write in both active and passive form
				Can identify the correct audience and compose an appropriate text based on this Can select and use the appropriate structure and features for a text type Can select vocabulary and tone that reflects the level of formality required (Standard English/colloqui
				Can use capital letters and full stops accurately (to make and improve sentences) Can use question marks (to write question sentences which 'hook' the reader Can use inverted commas for dialogue
			The Tin Forest by	Can use apostrophes to show omissions Can critically evaluate their own and other peoples' written work against a specific brief Can choose the most appropriate form for their writing in order to communicate effectively
		Diary Entry (2 weeks)	Helen Ward	Can refine their ideas based on their experience of good quality model texts Can compose and execute whole texts, writing with fluency and stamina
				Can use audience feedback to support the writing/editing process
				Can integrate dialogue Can write in both active and passive form
				Can develop cohesion within sentences
				Can identify the correct audience and compose an appropriate text based on this Can select and use the appropriate structure and features for a text type
				Can select vocabulary and tone that reflects the level of formality required (Standard English/colloqu
				Can use capital letters and full stops accurately (to make and improve sentences) Can use question marks (to write question sentences which 'hook' the reader Can use exclamation marks
		Character		Can use apostrophes to show omissions Can critically evaluate their own and other peoples' written work against a specific brief
		Character description (2 week)		Can choose the most appropriate form for their writing in order to communicate effectively Can refine their ideas based on their experience of good quality model texts Can compose and execute whole texts, writing with fluency and stamina
		,		Can use audience feedback to support the writing/editing process
				Can describe settings and characters using adjectives Can describe settings and characters using adverbs
				Can use conjunctions to extend sentences with more than one clause
				Can develop cohesion within sentences
				Can identify the correct audience and compose an appropriate text based on this Can select and use the appropriate structure and features for a text type
				Can select vocabulary and tone that reflects the level of formality required (Standard English/colloqu
				Can use capital letters and full stops accurately (to make and improve sentences)
Strings Festival	Term 6	Balanced	The Street Beneath	Can critically evaluate their own and other peoples' written work against a specific brief Can choose the most appropriate form for their writing in order to communicate effectively
Fathers Day Cards	(5 weeks)	argument (2	my Feet by Charlette Guillain	Can refine their ideas based on their experience of good quality model texts
EYFS Fathers Day Morning	(Final 2 weeks – end	weeks) Magazine article	Charlotte Guillain	Can compose and execute whole texts, writing with fluency and stamina Can use audience feedback to support the writing/editing process
Year R Parent	of term	(2 weeks)		Can describe settings and characters using adjectives
Meetings	leaving	Letter writing (1	Dear Year 6 by	Can describe settings and characters using adverbs Can use conjunctions to extend sentences with more than one clause
Equality & Diversity	celebrations)	week)	Kelly Tanner	Can integrate dialogue
		· ·	· ·	Can use modal verbs

quial/formal etc)	
quial/formal etc)	
quial/formal etc)	

Bude Residential (Year 5) Transition Day Police Day Swingate's Got Talent Sports Day Teddy Bears Picnic End of School Performance (Year 6) Classtonbury Chessington (Year 6) Summer Fayre Beach Party	Can identify the correct audience and compose an appropriate text based on this Can select and use the appropriate structure and features for a text type Can select vocabulary and tone that reflects the level of formality required (Standard English/colloqu Can use capital letters and full stops accurately (to make and improve sentences) Can use question marks (to write question sentences which 'hook' the reader Can use exclamation marks Can use inverted commas for dialogue Can use apostrophes to show omissions
---	--

quial/formal etc)

Planning Flowchart

At Swingate, we consider the acquisition of writing skills imperative to creating a high-quality writing outcome. To ensure that this is planned for effectively, teachers employ the planning flowchart to structure the children's learning journey. In this way, the children are provided with the tools they need to be successful when writing a particular genre. Scaffolding is also considered at this stage, so that lessons are accessible for all children. The flowchart can be expanded or contracted as necessary, to reflect the number of skills and tools needed for each learning journey outcome.

Writing Planning

Flow Chart

	Week Beginning:	
Text Genre:	Text:	Weeks:

+ scaffolding	
*	
, another lating	
+ scaffolding	
+ scaffolding	
+	
+ scaffolding	

Writing Toolkits

Once children have understood how a particular genre of text is structured, they will then move on to co-develop a writing toolkit which will contain key language features and writing techniques that might be useful for when they write their independent piece. Identifying these methods and features will allow the children to analyse all the ingredients that contribute to making the text effective. Once a new aspect has been identified, the children will explain what they have learnt before adding this to their toolkit. These examples can be displayed to support understanding in the classroom. Toolkits are not a simple list of grammatical features that the children should cover, rather, a toolkit will focus on the key features, sometimes with examples, that the children might include in order for their writing to be effective.

Examples of Toolkits

Char	acterisation	Dialo	ogue	Desc	riptions	
•	Choosing a good name Use a few descriptive details Talk about hobbies/main interest Think about how the character feels Show through what they say or do What is their goal/purpose	•	Think about how they feel Use powerful speech verbs Use stage direction o show what a character is doing	•	Use well-chosen adjectives, smiles/metaphors Use senses and details Show things through the characters eyes Describe key objects Describe settlings to create atmosphere Describe weather and time of day	
Oper	penings		ngs	Dilemmas		
• • • •	Traditional – once upon a time Time – early one morning How a character feels – Poppy felt sad Characters – Harry stared at the alien and smiled Setting – the swamp was green and frozen Action – Billy leapt down Talk – "Put that down!" Use a hook- usually the mornings were silent but	:	Show characters feelings – Jo grinned Comment on what has been learnt – they knew it was not a good idea	•	Think about the characters goal Decide how many obstacles they will overcome Think about how this will be done	

Please see video link for further guidance: https://www.youtube.com/watch?v=vCM5u-X-nTo&ab_channel=TalkforWriting



Handwriting Long Term Progression of Teaching

This long term plan has been created to ensure there is a consistent approach to the teaching of handwriting which focuses on building progression from Year R – 2 with the goal for all children to be fully writing in the cursive style. It is crucial that all letters are correctly modelled and all adults are using the correct letter formation. Therefore, teaching staff must use the correct routes into handwriting which are stated in the year group headings (see below). If you finish letters for each term early, use the time to practise and apply or move on to the next set.

Term				Year	R (Route	C, Choice 3)					Year	1 (Route D, C	hoice 3)			Year 2
1	NEW lear	ning						NEW lea	irning							Revise Year 1 Term 4 - 6 joining as well
	Pre-handw	vriting pa	tterns:					Straight	line Cor	ntinuous	Cursive Le	etters				as ensuring capital letters are correctly
		Straight						Curves t	o start (Continuou	is Cursive	Letters	:			formed.
		5						Week	Week					Veek		
								1	2	3	4	5	6	,		
								i, l	t, x	z	c, a,	d g,	q, c	, e, s		
2	NEW lear	ning						NEW lea	irning				1. 1	· · _		Constant practice each day linked into
		2						Top exit	Continu	ous Curs	ve Letter	s				the whole curriculum e.g. from Common
	Pre-handw	vriting pa	tterns:					Tunnel C								Exception Words in the English
		Curve						Week	Week	(Wee	k Wee	k We	eek			Curriculum to specific vocabulary in
	- '	Tunnel						1	2	3	4	5				history.
	-	Diagonal						r, v	w, n	m, h	b, p	u				,
		2								,						
3	NEW lear	ning					Pre-handwriting patterns	NEW lea								Constant practice each day linked into
							- Join pre-	Hooks, lo	oops and	lines Co	ntinuous (Cursive L	etters			the whole curriculum e.g. from Common
	Straight l	ine cursiv	ve letters	;			handwriting	Week	Week	(Wee	k Wee	εk				Exception Words in the English
	Curves to	start cur	sive lette	ers			patterns	1	2	3	4					Curriculum to specific vocabulary in
	Week	Week	Week \	Week \	Week	Week	-	j	У	f	k					history.
	1	2	3 4	4 5	5	6										
	i, l	t, x 🛛	z c	c, a, 🛛 🧕	g, q,	0, e,										
			c	Ł		S										
4	NEW lear	ning					Pre-handwriting patterns					STAGE 3				Constant practice each day linked into
							- Join pre-	NEW lea								the whole curriculum e.g. from Common
	Top exit c	ursive le	tters				handwriting	Continuo								Exception Words in the English
	Tunnel cur	rsive lett	ers				patterns	Continuo								Curriculum to specific vocabulary in
	Week	Week	Week	Week	We	ek		Week 1		eek 2	Week 3		ek 4	Week		history.
	1	2	3	4	5			Aa, ch	ck	, er	ff, sh, t		t, jig,	ea, ed,	igh, ing,	
	r, v	w, n	m, h	b, p,	u							as,		SS,	sat	
5	NEW lear	ning					Pre-handwriting patterns	NEW lea								Constant practice each day linked into
							Join pre-handwriting	Continuo								the whole curriculum e.g. from Common
	Hooks, loo		1	-	_		patterns	Continuo				¥	S			Exception Words in the English
	Week	Week	Week	Week				Week 1	L W	eek 2	Week 3	We	ek 4	Week 5	i Week 6	Curriculum to specific vocabulary in
	1	2	3	4				be, ie,	se	,	her, me	n oe,	re,	ve, we,	ere, ure	history.
	j	у	f	k												
6			ive with a	focus or	1 ensuri	ing that [.]	the size and proportion of	NEW lea							ning and	
	letters is	correct.						Continuo							pening skills. All	
								Week			1	Week	1		writing should	
	1							1	2	3	4	5	6		oined by the end	
	1							oq,	oh,	on, or	Ou,	Ow,	wh	of th	ne term.	
	i							00,	oi,		ov,	оу		1		

* Please note: Capital letters must be taught alongside each letter being taught and must NOT be left to the end of a term.

Handwriting Year R - 1 Teaching Sequence

Day:	Teaching Focus:
1	Teacher focus group
2	TA focus group (following on from the teacher)
3	Practising same learning in pairs

4	Practising same learning independently.
5	Pattern activity focusing on size, formation and consistency

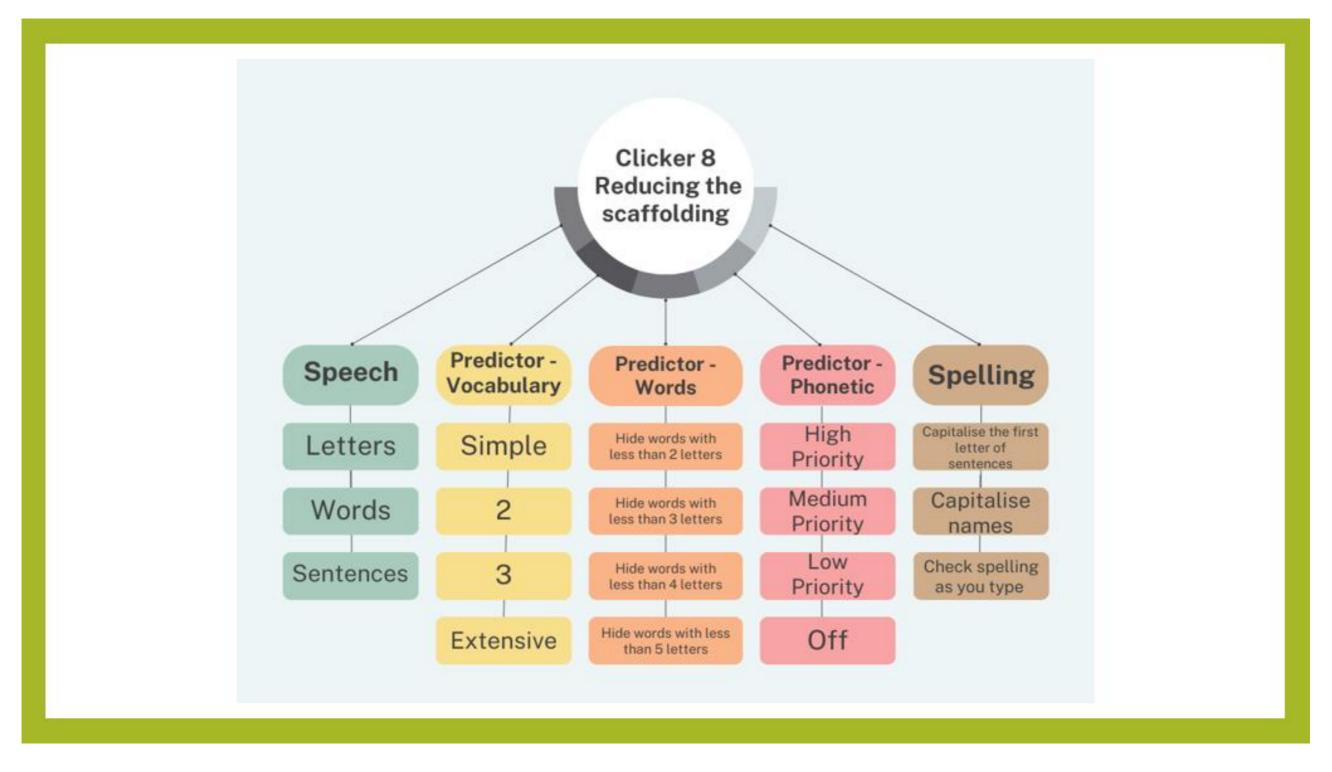
Each day handwriting must be explicitly taught for 10 minutes a day. The teaching sequence must be followed as this progresses learning whilst building in independence.

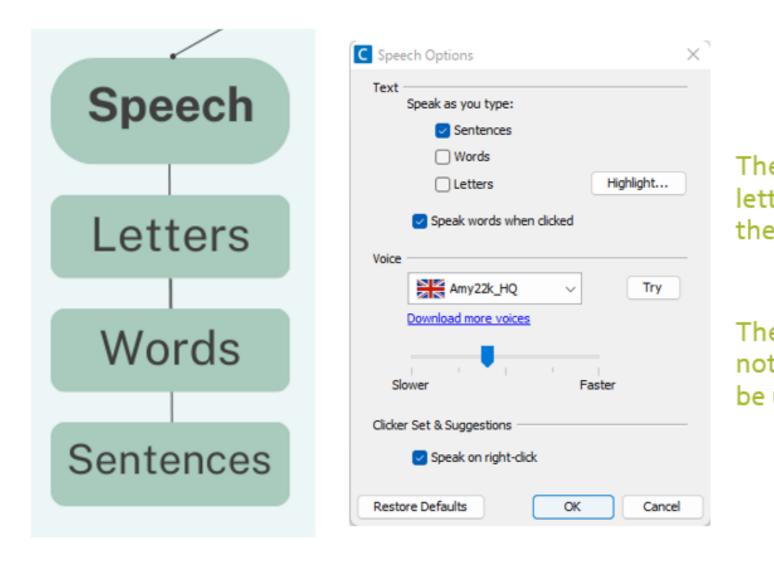
Clicker 8 Support and Guidance

Clicker 8 is designed as a supportive tool to aid writing. Clicker software is able to support the children through a variety of tools such as word banks, punctuation correction, spelling predictors etc. The use of Clicker 8 is to provide the children with the skills and scaffolding that they need to write independently. The initial aim of using Clicker 8 is as a support tool, which will allow all children to access age-appropriate writing tasks. The final aim for using Clicker should be to provide children with the tools and skills they need to write independently, unaided by a laptop or iPad.

As a school we have developed a process in which the scaffolding provided by Clicker 8 can be gradually reduced, leading to writing independence. The rate and degree in which this reducing of the scaffolding can be reduced will vary, depending on the needs of the individual child.

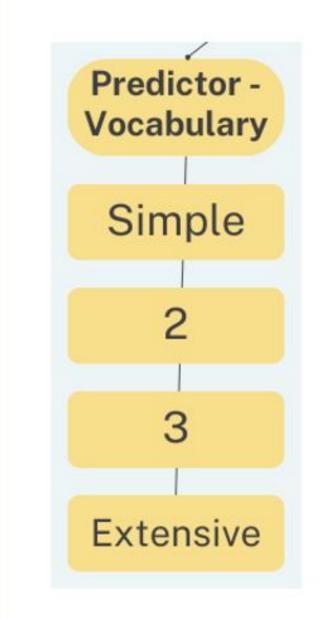
When publishing their work, the children who have used Clicker should still handwrite at least a section of their typed work. This is to ensure that those children are still practicing their handwriting and building up their writing stamina. This will, in turn, ensure a smoother transition back into writing independently.

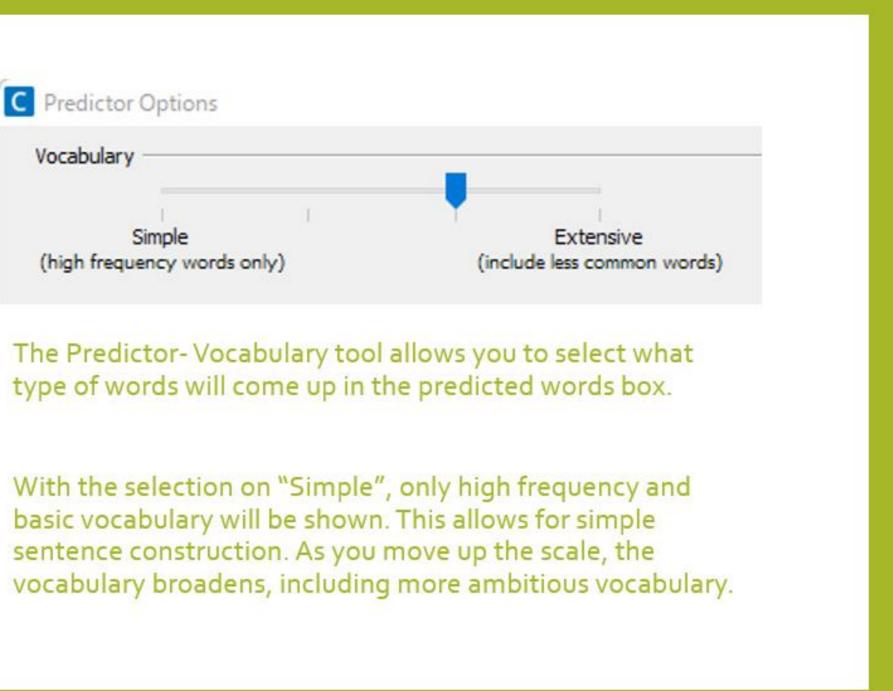


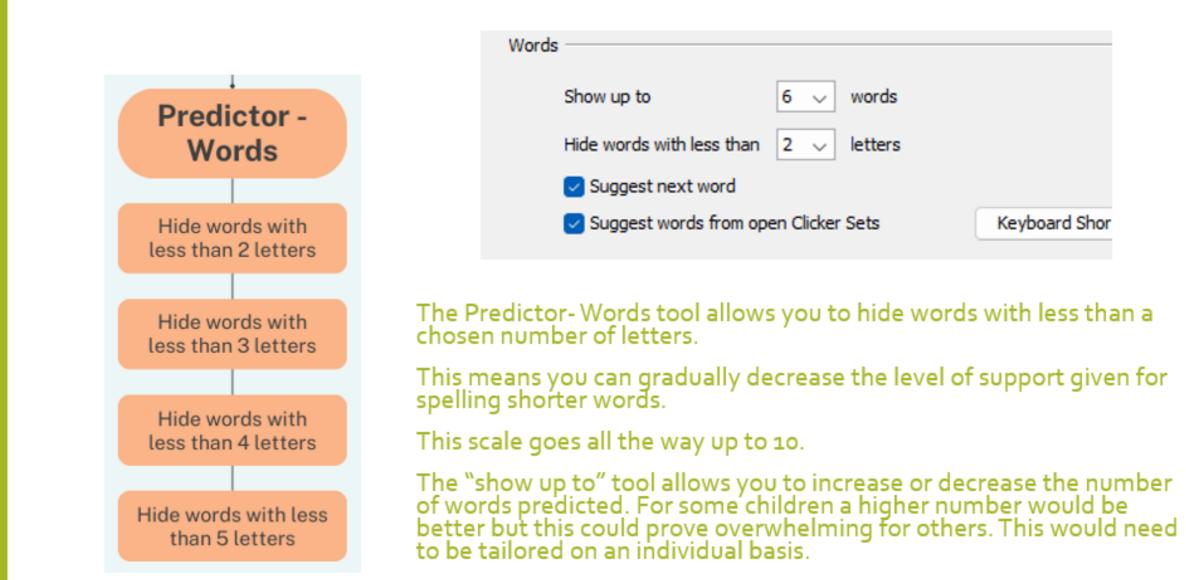


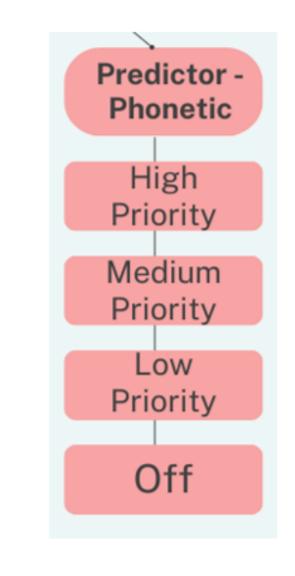
The Speech tools read aloud the letters, words or sentences once they have been written.

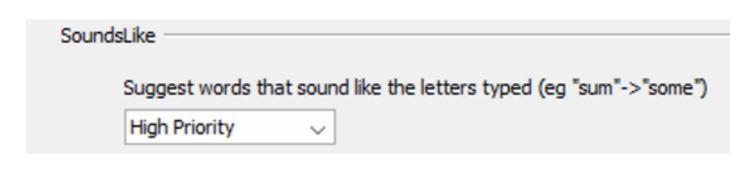
The letters are read as their names, not phonetically, so that might not be useful for some children.





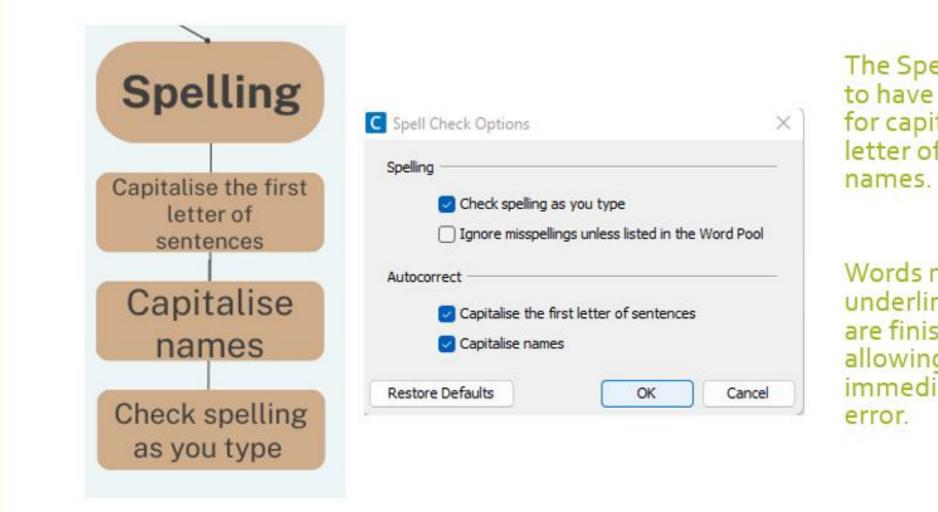






The Predictor-"SoundsLike" (Phonetic) tool allows you to assign how much priority is given to suggesting phonetically plausible words.

As you reduce the use of this function, the child will be provided with less/no phonetically plausible words, meaning a developed understanding of spelling is required.



The Spelling tool allows you to have autocorrection on for capitalisation of the first letter of sentences and for

Words misspelled will be underlined in red as they are finished being written, allowing the child to immediately address the

Add words to the Word P	ool to include them in S	uggestions, and to change their pronunciation.	Word Po
	Add		This tool
Word Pool		Pronounce selected word as:	
One			identifyi
exciting friendly		Try	of a wor
planet swimming		Spell the word as you would like it to be pronounced. This spelling will only be used by the speech.	suggest
theme			
wonderful		Common misspellings of 'word'.	- Add th
			pool
		Add any common misspellings of 'word'. When any of these misspellings is typed in the Document, the Spell Checker will offer 'word' as a suggestion.	- Select
			- Add c
			The nex
			commo
			correct
			on the c
			word po
			wide, so
	~		membe
Remove Selected Word	Paste 🕶	Close	version

an be used for g common misspelling that might not ne correct word.

word to the word

ne word

nmon misspellings

time a child types the misspelling, the ord will be displayed pice of words list. This *should* be network nything added by one of staff will be on all f Clicker.

Add words to the Word Pool to include them in a	Suggestions, and to change their pronunciation.	Word
Add Word Pool One exciting friendly planet swimming	Pronounce selected word as: think Try Spell the word as you would like it to be pronounced. This spelling will only be used by the speech.	Altho good is atte is only
theme think wonderful	Common misspellings of 'think'. fink Add any common misspellings of 'think'. When any of these misspellings is typed in the Document the Spell Checker will offer 'think' as a suggestion.	lf we what some does
		For ex into C recog attem
Remove Selected Word	Close	By ad pool, word

Clicker is pretty icking up what word ting to be written, it omputer!

gle to understand ild's written s then what hope mputer have!

ole, if you type "fink" er it does not the child is ig to spell "think".

this to our word Il now suggest the nk" to the children.