



**Swingate Primary School**

**The Bluebell Federation**

**Writing Progression Handbook**

2023-2024

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*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 overview of genres								
Term	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		Recount			Newspaper	Persuasion text
	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		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
	6				Character Description	Character description	Diary entry	Leavers Assembly

	7	Letter writing		Letter writing				<i>Leavers Assembly</i>
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**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

**Progression of skills from Year R to Year 6**

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 <i>(Look back over year 5 objectives also)</i>
<b>Alongside Swingate's handwriting medium term plan, in handwriting children should:</b>	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
<b>Phonics, word building &amp; Spelling children should:</b>	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, ll, 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`` Compound words	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 ending in y	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

			Add -ed, -ing, -er, -est and y Contractions Possessive apostrophe Words ending in tion				
<b>CEW/word list</b>	Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, Sir Linkalot and All Aboard Phonics to be followed	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.	accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, entre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht		
<b>Editing children should:</b>	Re-read what they have written to check that it makes sense.	Re-read what they have written to check it makes sense	Evaluate their writing Re-read to check in makes sense (check verbs used correctly) Proof-read to check for errors in spelling, grammar, punctuation	<b>Evaluate and edit by:</b> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<b>Evaluate and edit by:</b> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Use a dictionary to check spelling of words Use the first 3 or 4 letters of a word to check spelling/meaning in a dictionary Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar, punctuation Ensure correct use of tense Ensure correct subject/verb agreement when using singular and plural, distinguish between the language of speech and writing and choosing the appropriate register Proof read for spelling and punctuation errors	Use a dictionary to check spelling of words Use the first 3 or 4 letters of a word to check spelling/meaning in a dictionary Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar, punctuation Ensure correct use of tense Ensure correct subject/verb agreement when using singular and plural, distinguish between the language of speech and writing and choosing the appropriate register Proof read for spelling and punctuation errors

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

			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
<b>Punctuation children should:</b>	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 marks 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
<b>Terminology children should:</b>	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
<b>Composition children should:</b>	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 <b>Plan or say out loud what they are going to write</b> <b>Write down ideas/key words/new vocabulary</b>	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



						<p>understand how choices can change and enhance meaning</p> <p>Describe settings, characters, atmosphere.</p> <p>Integrate dialogue to convey character</p> <p>Longer passages</p> <p>Use range of devices to build cohesion within and across paragraphs</p> <p>Use organisational and presentational devices to structure text to guide reader</p> <p>Headings</p> <p>Bullet points</p> <p>underlining</p>	
<b>Sentence structure children should</b>	Use of a range of connectives	Join words and clauses together using and	<p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p> <p>Expanded noun phrases</p> <p>Present past tense</p> <p>subordination</p>	<p>Composing and rehearsing sentences orally</p> <p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Use:</p> <p>conjunctions</p> <p>prepositions</p> <p>Organise paragraphs around a theme</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures such as - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p> <p>Organise paragraphs around a theme</p>		

**Progression of different text types from Year R to Year 6**

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

						Use or invent repeating patterns Attempt different forms, including rhyme for humour	Select pattern or form to match meaning and own voice
<b>Persuasion Text</b>						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.
<b>Balanced argument</b>						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.
<b>Letter writing</b>	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.
<b>Recount including diary entry</b>	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.		

<b>Instructions</b>	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.
<b>Fact files, explanation texts, magazine articles,</b>	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.
<b>Newspaper report</b>			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 eye-catching 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.
<b>Autobiography</b>							Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear

							<p>signals to the reader about time, place and personal response.</p> <p>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</p>
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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

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

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

Year 6	Time Travelling with a Hamster by Ross Welford	Leonora Bolt: Secret Inventor by Lucy Brandt	The Lion Above the Door by Onjali Q.Rauf	Eren by Simon P Clark	Knightley and Son by Rohan Gavin	A Girl called Owl by Amy Wilson	Flotsam by David Wiesner	The Chinese Zodiac by Anita Mangan	Why the Wales came by Michael Morpurgo	Here we are by Oliver Jeffers	Harry Potter and the Cursed Child by J.K Rowling	The Street Beneath my Feet by Charlotte Guillain
	Child 44 by Tom Rob Smith	The Other Side of Truth by Beverly Naidoo	A Boy called Hope by Lara Williamson	The Beast by David Walliams	Wonder by R.J. Palacio	Illegal by Eoin Colfer	Letters from the Lighthouse by Emma Carroll	The Girl of Ink and Stars by Kiran Millwood Hargrave	The Iron Wolf by Ted Hughes	Journey by Aaron Becker	The Tin Forest by Helen Ward	Dear Year 6 by Kelly Tanner
	Return to Groosham Grange by Anthony Horowitz	Pig Heart Boy by Malorie Blackman	Tell me No Lies by Malorie Blackman	Nightfall in New York by Katherine Woodfine	The Wheel of Surya by Jamilia Gavin	The Nowhere Emporium by Ross MacKenzie	Everest: The Remarkable Story of Edmund Hillary and Tenzing by Alexandar Stewart	The other side of the Truth by Beverley Naidoo	Greta's Story by Valentina Camerini	Tuesday by David Wiesner		
								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)			Literacy <ul style="list-style-type: none"> <li>Enjoy sharing books with an adult.</li> <li>Pay attention and responds to the pictures or the words.</li> <li>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> </ul> PD <ul style="list-style-type: none"> <li>Use large and small motor skills to do things independently</li> </ul> C&L <ul style="list-style-type: none"> <li>Listens and responds</li> <li>Use language to imagine and</li> <li>recreate roles</li> <li>Explore with sounds</li> <li>To keep to a subject and express a point of view.</li> </ul> PSED <ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> </ul>
		Coming to school (2 weeks)	Colour monster goes to school.		



		All about me (4 Weeks)	<p>What makes me a me by Ben Faulks</p> <p>Who is in my family? By Robie H Harris</p>		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Pay attention and responds to the pictures or the words.</li> <li>• Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Match their developing physical skills to tasks and activities in the setting.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Can find it difficult to pay attention to more than one thing at a time.</li> <li>• Use a wider range of vocabulary.</li> </ul> <p>PSED</p> <ul style="list-style-type: none"> <li>• Talk about their feelings using words like ‘happy,’ ‘sad’, ‘angry’ or ‘worried’.</li> <li>• Begin to understand how others might be feeling.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family’s history</li> <li>• Show interest in different occupations.</li> </ul>
	Term 2 (6 Weeks)	Traditional tales (6 Weeks)	<p>Goldilocks and the three bears by Robert Southey</p> <p>Little Red Riding Hood by Charles Perrault</p> <p>The Gingerbread man Jim Aylesworth</p> <p>The Three Little Pigs by James Halliwell-Phillips</p> <p>The Enormous Turnip by Irene Yates</p> <p>Jack and the Beanstalk by Jack Spriggins</p>		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Use a wider range of vocabulary.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Learn new vocabulary</li> </ul> <p>PSED</p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> </ul>
	Term 3 (5 Weeks)	People who help us.	I want to be a police officer by Laura Driscoll		<p>UTW</p> <ul style="list-style-type: none"> <li>• Show interest in different occupations.</li> <li>• Begin to make sense of their own life-story and family’s history</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work.</li> </ul> <p>Literacy</p>

			<p>I want to be a Doctor by Laura Driscoll</p> <p>I want to be a teacher by Laura Driscoll</p> <p>I want to be a Veterinarian by Laura Driscoll</p> <p>Just going to the Dentist by Mercer Mayer</p>		<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> </ul> <p>PSED</p> <ul style="list-style-type: none"> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Imagine/recreate roles</li> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Use new vocabulary through the day</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Develop overall control of their own body</li> </ul>
	Term 4 (6 weeks)	Animals	<p>Farmer Duck by Martin Waddell</p> <p>Walking through the jungle by Julie Lacome</p> <p>Commotion in the Ocean by Giles Andreae</p> <p>Mad about minibeast by Giles Andreae</p> <p>Save the Artic by Bethany Stahl</p> <p>How Tiger got his stripes by Rob Cleveland</p>		<p>UTW</p> <ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Use their senses in hands on exploration of natural materials.</li> <li>• Continue to develop positive attitudes about differences between people</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary has meaning</li> <li>• - print can have different purposes</li> <li>• - we read English text from left to right and from top to bottom</li> <li>• - the names of the different parts of a book</li> <li>• - page sequencing</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> <li>• Character and sequence in stories</li> <li>• Use new vocabulary in different contexts</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Show a preference for a dominant hand.</li> </ul> <p>School readiness</p> <ul style="list-style-type: none"> <li>• Teach SAT – Using Phonics scheme Year R</li> <li>• Look at the initial sounds of their names – Can they write the first letter can they identify the initial sound.</li> <li>• Identify which grip they have – do they need funky fingers to support them to be comfortable.</li> </ul>

	Term 5 (6 weeks)	Places I go	<p>Day at the beach by Tom Booth</p> <p>A park connects us by Ellen Rooney</p> <p>Sunday Shopping by Sally Derby</p> <p>In the Woods by Chris Wormell</p> <p>The tiger who came to tea by Judith Kerr</p> <p>My Busy green Garden by Terry Pierce</p>		<p>UTW</p> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul> <p>PSED</p> <ul style="list-style-type: none"> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> </ul> <p>School Readiness</p> <ul style="list-style-type: none"> <li>• Teach PIN Using phonics Scheme Year R</li> <li>• Recap Sat</li> <li>• Look at the letters in their names. Can they write their name?</li> <li>• Look at pen grip have they progressed to a comfortable grip.</li> </ul>
	Term 6 (7 weeks)	Fantasy	<p>There's a superhero in your book by Tom Fletcher</p> <p>Into the Castle by June Crebbin</p> <p>How to catch a Mermaid by Adam Wallace</p>		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul> <p>PD</p>

			<p>Aliens love Underpants by Claire Freedman</p> <p>Miss Tourie's Magical Creatures By Joy Keller</p> <p>Winnies magic Wand by Valerie Thomas</p> <p>Going to school by Anne Civardi</p>		<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>•</li> <li>• PSED</li> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings</li> <li>• and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul> <p>School Readiness</p> <ul style="list-style-type: none"> <li>• Recap all sounds learnt</li> <li>• Can they dress themselves</li> <li>• Can they use the toilet independently?</li> <li>• Can they rote count to 10?</li> <li>• Can they draw an enclosed space?</li> <li>• Can they express their needs?</li> </ul>
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#### 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 <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> </ul> PD <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul> C&L <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Engage in story times.</li> </ul>
		Portrait Painting (2 weeks)	Shu Lin's Grandpa by Matt Goodfellow		Literacy <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> </ul> PD

					<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Engage in storytimes.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>
		Poetry (2 weeks)	Zog and the flying Doctors by Julia Donaldson		<p>Literacy</p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Form lower-case and capital letters correctly.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> </ul>
		Name labelling (2 weeks)	Ephra the Elephant by Susan Hellard		<p>Literacy</p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school’s phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> </ul>

					<ul style="list-style-type: none"> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
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 Christmas Cards Christingle (Year 3)	Term 2 (7 weeks)	Character descriptions (2 weeks)	Goldilocks and the Three Bears		Literacy <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> </ul> PD <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> C&L <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
		Labelling (2 weeks)	The Three Little Pigs		Literacy <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> </ul> PD <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>

					<p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
		Recount (2 weeks)	The Three Billy Goats Gruff		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
		Labelling (1 week)	The Book without a Story by Carolina Rabei		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p>

					<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
New Years Resolutions Internet Safety Day Superhero Visit	Term 3 (5 weeks)	Menu writing (2 weeks)	The Gruffalo by Julia Donaldson		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Describe events in some detail.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
		Speech bubbles – writing simple phrases (1 week)	Monstersaurus by Claire Freedman		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> </ul>
		Fact file (2 weeks)	Dear Dinosaur by Chae Strathie		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> </ul> <p>PD</p>



					<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>Learn new vocabulary..</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Use new vocabulary in different contexts.</li> </ul>
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)	Character description (2 weeks)	Man on the Moon by Simon Bartam		<p>Literacy</p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school’s phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>
		WBW (1 week)	TBC		TBC
		Recount (1 week)	Whatever Next! By Jill Murphy		<p>Literacy</p> <ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul> <p>PD</p>

					<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> </ul>
		Comic strip (2 weeks)	Supertato by Sue Hendra & Paul Linnet		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> </ul>
Swimming (Year 5)	Term 5 (6 weeks)	Life cycle (2 weeks)	The Very Hungry Caterpillar by Eric Carle		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school’s phonic programme</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> </ul>

					<ul style="list-style-type: none"> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
		Diary (2 weeks)	Jaspers Beanstalk by Nick Butterworth & Mick Inkpen		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read a few common exception words matched to the school’s phonic programme</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Engage in story times.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
		Story writing (2 weeks)	When I was a Child by Andy Stanton		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read a few common exception words matched to the school’s phonic programme</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul> <p>PD</p>

					<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Engage in storytimes.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>
Strings Festival 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	Term 6 (7 weeks)	Labelling (2 weeks)	Handa's Surprise Eileen Browne		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Use new vocabulary in different contexts.</li> </ul>

		Description (2 weeks)	What a Wonderful World by Bob Thiele		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
		Instructions (2 weeks)	Oliver’s Fruit Salad by Vivian French		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> </ul>

					<ul style="list-style-type: none"> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul> <p>Use new vocabulary in different contexts.</p>
		Letter writing (1 week)	Little Honey Bee by Caryl Lewis		<p>Literacy</p> <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Read a few common exception words matched to the school’s phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p>C&amp;L</p> <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Engage in story times.</li> <li>Use new vocabulary in different contexts.</li> </ul>

**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 known story. Can include some detail in writing to add interest for example, an adjective or simple simile. Can join some sentences with and.

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



					<p>Can begin to choose and use alternative graphemes for the vowel sounds e.g. ay, ai, a-e</p> <p>Can add s or es to nouns to make plurals</p> <p>Can use prefix un correctly</p> <p>Can add ed, ing, er and est to root words where no change is needed</p> <p>Can spell many of the common exception words from English Appendix 1 in their writing</p> <p>Applies knowledge of other spelling patterns from English Appendix 1 in their writing</p> <p>Can correctly write a dictated sentence that includes words taught so far</p> <p>Can hold a pencil comfortably and correctly</p> <p>Can form lower-case letters and digits in the correct direction, starting and finishing in the right place</p> <p>Can form lower-case letters of the correct size relative bnnnnnnnn to one another in some of the writing</p> <p>Can form capital letters</p> <p>Can use spacing between words</p> <p>Handwriting is legible</p>
<p>New Years Resolutions</p> <p>Internet Safety Day</p> <p>Superhero Visit</p>	<p>Term 3 (5 weeks)</p>	<p>Letter writing (x3 weeks)</p>	<p>The Jolly Postman by Allan Ahlberg</p>		<p>To understand how words combine to make sentences.</p> <p>Can say what they are going to write about.</p> <p>Can orally compose a sentence.</p> <p>Can use full stops to end some sentences.</p> <p>Can use capital letters at the start of some sentences.</p> <p>Begin to use capital letters for names, proper nouns and personal pronoun I.</p> <p>Can use spaces between words.</p> <p>Can include some detail in writing to add interest for example, an adjective or simple simile.</p> <p>Can join some sentences with and.</p> <p>Can segment, spoken words into taught phonemes before choosing a grapheme to represent that phoneme, spelling some correctly.</p> <p>Can form lower case letters and digits in the correct direction, starting and finishing in the right place.</p> <p>Can form capital letters.</p> <p>Can begin to choose and use alternative graphemes for the vowel sounds e.g., ay ai a_e</p> <p>Can use the prefix un correctly.</p>
		<p>Character description (x2 weeks)</p>	<p>The Bear who Stared by Duncan Beedie</p>		<p>To understand how words combine to make sentences.</p> <p>Can say what they are going to write about.</p> <p>Can orally compose a sentence.</p> <p>Can use full stops to end some sentences.</p> <p>Can use capital letters at the start of some sentences.</p> <p>Begin to use capital letters for names, proper nouns and personal pronoun I.</p> <p>Can use spaces between words.</p> <p>Imagination is shown in some detail e.g., description setting and characters, twist to known story.</p> <p>Can include some detail in writing to add interest for example, an adjective or simple simile.</p> <p>Can join some sentences with and.</p> <p>Can add s or es to nouns to make plurals.</p> <p>Can use prefix un- correctly.</p> <p>Can add -ed, -ing, -er and -est to root words where no change is needed.</p>
<p>Medway Music Festival</p> <p>World Book Week</p> <p>Mothers Day Cards</p> <p>EYFS Mothers Day Morning</p> <p>Easter Quiz</p> <p>Nursery Egg rolling competition</p> <p>Sports Relief</p>	<p>Term 4 (6 weeks)</p>	<p>Instructions (x2 weeks)</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>How to sneak your monster into school by Christopher Francis</p>		<p>Can orally compose a sentence</p> <p>Can re-read work to check it makes sense e.g. notices missing words or sentences....</p> <p>Can re-read work to check for missing punctuation</p> <p>Can use full stops to end some sentences</p> <p>Can use capital letters at the start of some sentences</p> <p>Joins words or clauses using 'and'</p> <p>Can segment spoken words into taught phonemes before choosing a grapheme to represent that phoneme, spelling some correctly</p> <p>Can use letter names to distinguish between alternative spellings of the same phoneme</p> <p>Can begin to choose and use alternative graphemes for the vowel sounds e.g. ay, ai, a-e</p> <p>Can add s or es to nouns to make plurals</p>

Easter cards					Can use prefix un correctly Can spell many of the common exception words from English Appendix 1 in their writing Can hold a pencil comfortably and correctly Can form lower-case letters and digits in the correct direction, starting and finishing in the right place Can form lower-case letters of the correct size relative to one another in some of the writing Can form capital letters Can use spacing between words Handwriting is legible
		World book week (1 week)	TBC		
		Story writing (x3 weeks)	The Three Little Pigs and The Big Bad Book by Lucy Rowland		Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story ... Reads aloud their own writing to peers and teacher 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 simile Imagination is shown by the inclusion of some details e.g. description of setting and characters, twist to known story 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 represent that phoneme, spelling some correctly Can hold a pencil comfortably and correctly Can form lower-case letters and digits in the correct direction, starting and finishing in the right place Can form lower-case letters of the correct size relative to one another in some of the writing Can use spacing between words Handwriting is legible
Swimming (Year 5) Strings Festival 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)	Term 5 (6 weeks)	Letter writing (x2 weeks)	Dear Dinosaur by Chae Strathie		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 include some detail in writing to add interest for example, an adjective or simple simile. Can join some sentences with and. Can segment, spoken words into taught phonemes before choosing a grapheme to represent that phoneme, spelling some correctly. Can form lower case letters and digits in the correct direction, starting and finishing in the right place. Can form capital letters. Begins to use exclamation marks and question marks.
		Poetry (x2 weeks)	Perfectly Peculiar Pets by Elli Woollard & Anja Boretski		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 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 use capital letters at the start of some sentences.

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

### Medium Term Plan Year 2

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)	Introduce whole class read		Clear differentiation between ascenders and descenders Can use the diagonal and horizontal strokes needed to join some letters
		Character description (2 weeks)	(Appropriate to class) Meerkat Mail by Emily Gravett Giraffes can't dance by Giles Andreae Taco Parrot by Gustavo Rodriguez		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 to known story, suspense 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)	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 to known story, suspense 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

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 Christmas Cards Christingle (Year 3)	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 Can use the diagonal and horizontal strokes needed to join some letters
		Story writing (3 weeks)	A Christmas Carol by Tony Mitton		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 to known story, suspense 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 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) 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
		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 e.g. make - making 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 e.g. make - making 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, twist to known story, suspense 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, twist to known story, suspense 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, twist to known story, suspense 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.g. make - making 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.g. copy - copied, silly - silliness Can add suffixes, from English Appendix 1, to spell most words correctly e.g. ment, ness, ful, less, ly

Easter Quiz Nursery Egg rolling competition Sports Relief Easter cards		World book week (1 week)	TBC		
World Book Day (2 <sup>nd</sup> 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.g. make - making 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 to known story, suspense 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 e.g. there/their/they're, here/hear, quite/quiet, 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.g. copy - copied, silly - silliness
		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.g. make - making 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.g. copy - copied, silly - silliness 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 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	Term 6 (7 weeks)	Newspaper 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, twist to known story, suspense 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...
		Story writing (x3 weeks)	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
		Letter writing (x1 week)	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 homophones e.g. there/their/they're, here/hear, quite/quiet, 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 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.g. make - making 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.g. copy - copied, silly - silliness 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.

**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 following: <ul style="list-style-type: none"><li>Spelling and handwriting objectives from pixl to be taught at all times</li><li>Ensure to cover narrative/non narrative objectives from table when these genres are taught</li></ul>
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)	Introduce term class read		
		Setting description (2 weeks)	The Tale of a Toothbrush by M G Leonard		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 pineapple on it. Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. story mapping, writing frames, key notes etc.
		Character description (1 week)	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 pineapple on it. Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. story mapping, writing frames, key notes etc.
		Story writing (3 weeks)	Mr Men in London by Adam Hargreaves		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 (beginning, end, setting, character description etc) 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 crisps... or Extremely carefully, I crossed the road.... 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.

					<p>Can use full stops accurately to demarcate sentences.</p> <p>Can use capital letters accurately, including for proper nouns.</p> <p>Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineapple on it.</p> <p>Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house.</p> <p>Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. story mapping, writing frames, key notes etc.</p> <p>Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan..</p>
<p>Swimming (Year 3)</p> <p>Remembrance Day</p> <p>Poppy assembly (Year 5)</p> <p>Children in Need</p> <p>Firework night</p> <p>Anti-Bullying Week/Odd Sock Day</p> <p>Pantomime visit</p> <p>Nativity (Year R)</p> <p>Santa Visit</p> <p>Christmas Jumper Week</p> <p>Christmas sing-a-long (Year 2)</p> <p>Nursery Singing</p> <p>Christmas Cards</p> <p>Christingle (Year 3)</p>	Term 2 (7 weeks)	Instructions (2 weeks)	How to wash a Woolly Mammoth by Michelle Robinson		<p>Can use full stops accurately to demarcate sentences.</p> <p>Can use capital letters accurately, including for proper nouns.</p> <p>Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineapple on it.</p> <p>Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't.</p> <p>Some evidence of writing for effect e.g. persuasive, informative, entertain.</p>
		Story writing (3 weeks)	Perfectly Norman by Tom Percival		<p>Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (beginning, end, setting, character description etc)</p> <p>Can show some variety in sentence structure e.g using a mixture of short sentences with long ones.</p> <p>Sentences sometimes begin in a different way e.g. using an adverb (Nervously, she walked into the room) or phrases (Without a doubt, this was the best party ever).</p> <p>Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond.</p> <p>Can use adverbs to qualify verbs e.g. he ran slowly.</p> <p>Is beginning to use adverbial phrases to give information about time or manner i.e. Before break, I ate some crisps... or Extremely carefully, I crossed the road....</p> <p>Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story.</p> <p>Can use pronouns to avoid repetition e.g. he, they, our.</p> <p>Can use full stops accurately to demarcate sentences.</p> <p>Can use capital letters accurately, including for proper nouns.</p> <p>Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house.</p> <p>Can punctuate simple direct speech accurately using speech marks</p> <p>Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. story mapping, writing frames, key notes etc.</p> <p>Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan.</p> <p>Some detail in writing adds interest, humour, suspense or surprise..</p> <p>Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the description of characters feelings.</p> <p>Can proof read to check for spelling errors</p> <p>Can proof read to check for missing punctuation</p>
		Poetry (2 weeks)	The Magic Box: Poems for children by Kit Wright		<p>Can express preferences for writing</p> <p>Can write at will/independently</p> <p>Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'</p> <p>Can discuss their writing outcomes and their effect on the audience</p> <p>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</p> <p>Can show some variety in sentence structure e.g using a mixture of short sentences with long ones.</p> <p>Can use simple similes e.g. It was as yellow as the sun</p> <p>Some detail in writing adds interest, humour, suspense or surprise.</p> <p>Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary.</p>
<p>New Years Resolutions</p> <p>Internet Safety Day</p> <p>Superhero Visit</p>	Term 3 (5 weeks)	Letter writing (2 weeks)	Dear Greenpeace by Simon James		<p>Can express preferences for writing</p> <p>Can write at will/independently</p> <p>Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'</p> <p>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</p> <p>Can use full stops accurately to demarcate sentences.</p> <p>Can use capital letters accurately, including for proper nouns.</p> <p>Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks.</p> <p>Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineapple on it.</p> <p>Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't.</p> <p>Is able to explain the purpose and context of their writing, as well as who it is for.</p> <p>Demonstrates simple viewpoint through third and first person.</p> <p>Expresses opinions in simple terms.</p> <p>Can proof read to check for spelling errors</p> <p>Can proof read to check for missing punctuation</p>
		Story Writing (Myths) (3 weeks)	Medusa by Marcia Williams		<p>Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'</p> <p>Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (beginning, end, setting, character description etc)</p> <p>Can write with fluency and stamina</p> <p>Can discuss their writing outcomes and their effect on the audience</p> <p>Can show some variety in sentence structure e.g using a mixture of short sentences with long ones.</p> <p>Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond.</p> <p>Can use at least one adjective to modify nouns e.g. a soft, moaning sound.</p> <p>Can use adverbs to qualify verbs e.g. he ran slowly.</p> <p>Is beginning to use adverbial phrases to give information about time or manner i.e. Before break, I ate some crisps... or Extremely carefully, I crossed the road....</p> <p>Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story.</p> <p>Can use full stops accurately to demarcate sentences.</p>



					<p>Can use capital letters accurately, including for proper nouns.</p> <p>Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house.</p> <p>Can punctuate simple direct speech accurately using speech marks</p> <p>Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. story mapping, writing frames, key notes etc.</p> <p>Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan.</p> <p>Some detail in writing adds interest, humour, suspense or surprise.</p> <p>Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the description of characters feelings.</p> <p>Can proof read to check for spelling errors</p> <p>Can proof read to check for missing punctuation</p>
<p>Medway Music Festival</p> <p>World Book Week</p> <p>Mothers Day Cards</p> <p>EYFS Mothers Day Morning</p> <p>Easter Quiz</p> <p>Nursery Egg rolling competition</p> <p>Sports Relief</p> <p>Easter cards</p>	Term 4 (6 weeks)	Recount (2 weeks)	Little Red by Bethan Woolvin		<p>Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story.</p> <p>Can use full stops accurately to demarcate sentences.</p> <p>Can use capital letters accurately, including for proper nouns.</p> <p>Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineapple on it.</p> <p>Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't.</p> <p>Is able to explain the purpose and context of their writing, as well as who it is for.</p> <p>Some evidence of writing for effect e.g. persuasive, informative, entertain.</p> <p>Can proof read to check for spelling errors</p> <p>Can proof read to check for missing punctuation</p> <p>Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing</p>
		World book week (1 week)	TBC		
		Story writing (3 weeks)	Arthur and the Golden Rope by Joe Todd Stanton		<p>Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'</p> <p>Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (beginning, end, setting, character description etc)</p> <p>Can write with fluency and stamina</p> <p>Can show some variety in sentence structure e.g using a mixture of short sentences with long ones.</p> <p>Sentences sometimes begin in a different way e.g. using an adverb (Nervously, she walked into the room) or phrases (Without a doubt, this was the best party ever).</p> <p>Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond.</p> <p>Can use at least one adjective to modify nouns e.g. a soft, moaning sound.</p> <p>Can use adverbs to qualify verbs e.g. he ran slowly.</p> <p>Is beginning to use adverbial phrases to give information about time or manner i.e. Before break, I ate some crisps... or Extremely carefully, I crossed the road....</p> <p>Can use simple similes e.g. It was as yellow as the sun</p> <p>Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story.</p> <p>Can use pronouns to avoid repetition e.g. he, they, our.</p> <p>Can use full stops accurately to demarcate sentences.</p> <p>Can use capital letters accurately, including for proper nouns.</p> <p>Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks.</p> <p>Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house.</p> <p>Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. story mapping, writing frames, key notes etc.</p> <p>Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan.</p> <p>Some detail in writing adds interest, humour, suspense or surprise.</p> <p>Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect.</p> <p>Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the description of characters feelings.</p> <p>Can proof read to check for spelling errors</p> <p>Can proof read to check for missing punctuation</p>
Swimming (Year 5)	Term 5 (6 weeks)	Diary (3 weeks)	Diary of a Killer Cat by Anne Fine		<p>Can write at will/independently</p> <p>Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'</p> <p>Can compose and rehearse sentences orally (including dialogue)</p> <p>Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (beginning, end, setting, character description etc)</p> <p>Can write with fluency and stamina</p> <p>Can discuss their writing outcomes and their effect on the audience</p> <p>Can show some variety in sentence structure e.g using a mixture of short sentences with long ones.</p> <p>Sentences sometimes begin in a different way e.g. using an adverb (Nervously, she walked into the room) or phrases (Without a doubt, this was the best party ever).</p> <p>Can use at least one adjective to modify nouns e.g. a soft, moaning sound.</p> <p>Can use adverbs to qualify verbs e.g. he ran slowly.</p> <p>Is beginning to use adverbial phrases to give information about time or manner i.e. Before break, I ate some crisps... or Extremely carefully, I crossed the road....</p> <p>Can use pronouns to avoid repetition e.g. he, they, our.</p> <p>Can use full stops accurately to demarcate sentences.</p> <p>Can use capital letters accurately, including for proper nouns.</p> <p>Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks.</p> <p>Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house.</p> <p>Demonstrates simple viewpoint through third and first person.</p> <p>Expresses opinions in simple terms.</p>

					<p>Can proof read to check for spelling errors</p> <p>Can proof read to check for missing punctuation</p> <p>Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing</p>
		Fact file (3 weeks)	We are Superheroes by Emma Grange		<p>Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'</p> <p>Can compose and rehearse sentences orally (including dialogue)</p> <p>Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (beginning, end, setting, character description etc)</p> <p>Can write with fluency and stamina</p> <p>Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond.</p> <p>Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story.</p> <p>Can use pronouns to avoid repetition e.g. he, they, our.</p> <p>Can use full stops accurately to demarcate sentences.</p> <p>Can use capital letters accurately, including for proper nouns.</p> <p>Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks.</p> <p>Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineapple on it.</p> <p>Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't.</p> <p>Is able to explain the purpose and context of their writing, as well as who it is for.</p> <p>Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. story mapping, writing frames, key notes etc.</p> <p>Demonstrates simple viewpoint through third and first person.</p> <p>Expresses opinions in simple terms.</p> <p>Can proof read to check for spelling errors</p> <p>Can proof read to check for missing punctuation</p> <p>Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary.</p>
<p>Strings Festival</p> <p>Fathers Day Cards</p> <p>EYFS Fathers Day Morning</p> <p>Year R Parent Meetings</p> <p>Equality &amp; Diversity Day</p> <p>Bude Residential (Year 5)</p> <p>Transition Day</p> <p>Police Day</p> <p>Swingate's Got Talent</p> <p>Sports Day</p> <p>Teddy Bears Picnic</p> <p>End of School</p> <p>Performance (Year 6)</p> <p>Classtonbury</p> <p>Chessington (Year 6)</p> <p>Summer Fayre</p> <p>Beach Party</p>	Term 6 (7 weeks)	Newspaper report (3 weeks)	Building Boy by Ross Montgomery		<p>By the end of the year child should be able to:</p> <p>Can express preferences for writing</p> <p>Can write at will/independently</p> <p>Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'</p> <p>Can compose and rehearse sentences orally (including dialogue)</p> <p>Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (beginning, end, setting, character description etc)</p> <p>Can write with fluency and stamina</p> <p>Can discuss their writing outcomes and their effect on the audience</p> <p>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</p> <p>Can show some variety in sentence structure e.g using a mixture of short sentences with long ones.</p> <p>Sentences sometimes begin in a different way e.g. using an adverb (Nervously, she walked into the room) or phrases (Without a doubt, this was the best party ever).</p> <p>Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond.</p> <p>Can use at least one adjective to modify nouns e.g. a soft, moaning sound.</p> <p>Can use adverbs to qualify verbs e.g. he ran slowly.</p> <p>Is beginning to use adverbial phrases to give information about time or manner i.e. Before break, I ate some crisps... or Extremely carefully, I crossed the road....</p> <p>Can use simple similes e.g. It was as yellow as the sun</p> <p>Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story.</p> <p>Can use pronouns to avoid repetition e.g. he, they, our.</p> <p>Can use full stops accurately to demarcate sentences.</p> <p>Can use capital letters accurately, including for proper nouns.</p> <p>Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks.</p> <p>Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineapple on it.</p> <p>Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house.</p> <p>Can indicate possession by using the possessive apostrophe for singular nouns. E.g. The girl's scooter...</p> <p>Can punctuate simple direct speech accurately using speech marks</p> <p>Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't.</p> <p>Is able to explain the purpose and context of their writing, as well as who it is for.</p> <p>Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. story mapping, writing frames, key notes etc.</p> <p>Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan.</p> <p>Some detail in writing adds interest, humour, suspense or surprise.</p> <p>Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect.</p> <p>Some evidence of writing for effect e.g. persuasive, informative, entertain.</p> <p>Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the description of characters feelings.</p> <p>Demonstrates simple viewpoint through third and first person.</p> <p>Expresses opinions in simple terms.</p> <p>Can propose changes to grammar and vocabulary to improve consistency and quality</p> <p>Can proof read to check for spelling errors</p> <p>Can proof read to check for missing punctuation</p> <p>Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing</p>
		Setting description (2 weeks)	The Tin Forest by Helen Ward		
		Character description (2 weeks)	Wisp by Zana Frallion		

					Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary.
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**Medium Term Plan Year 4**

Visit/trips/extra-curricular experiences	Timeline	Genre	Supporting Texts	Oracy Skills	Key Objectives <p>Objectives from Pixl have been listed for each writing focus. Along with these teachers need to ensure the following:</p> <ul style="list-style-type: none"> <li>Spelling and handwriting objectives from pixl to be taught at all times</li> <li>Ensure to cover narrative/non narrative objectives from table when these genres are taught</li> </ul>
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)	Introduce termly read		
		Setting description (2 weeks)	The Snowy Day by Ezra Jack		<p>Can generate multiple feasible ideas from a stimulus</p> <p>Can write whole and part texts with fluency and stamina</p> <p>Can use a mixture of sentence types, sometimes varying their structure</p> <p>Can extend sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</p> <p>Sentences are grammatically accurate, giving relevant and precise information</p> <p>Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately</p> <p>Can consistently use capital letters for proper nouns</p> <p>Commas are usually used in a list</p> <p>Is beginning to use commas after fronted adverbials</p> <p>Is progressively building a varied and rich vocabulary</p> <p>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.</p> <p>Can proof read to check for spelling errors</p>
		Character description (1 week)	The Snowy Day by Ezra Jack		<p>Can generate multiple feasible ideas from a stimulus</p> <p>Can write whole and part texts with fluency and stamina</p> <p>Can use a mixture of sentence types, sometimes varying their structure</p> <p>Can extend sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</p> <p>Sentences are grammatically accurate, giving relevant and precise information</p>

					<p>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</p> <p>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.</p> <p>Can proof read to check for spelling errors</p>
		Story writing (3 weeks)	The Panda Problem by Deborah Underwood		<p>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</p> <p>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</p> <p>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  00000000Is 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</p> <p>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.</p> <p>Can proof read to check for missing punctuation</p>
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 Christmas Cards Christingle (Year 3)	Term 2 (7 weeks)	Letter writing (3 weeks)	Here We Are by Oliver Jeffers		<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Can proof read to check for spelling errors  Can proof read to check for missing punctuation</p>
		Persuasion (2 weeks)	Voices in the Park by Anthony Brown		<p>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</p> <p>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</p>

					<p>Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately Can use the apostrophe for omission correctly</p> <p>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 of details e.g. direct speech, description of setting and the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing</p> <p>Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing</p>
		Diary entry (2 weeks)	Into the Forest by Anthony Browne		<p>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 Sentences are grammatically accurate, giving relevant and precise information Is beginning to use co-ordinating and subordinating conjunctions to develop the flow of writing</p> <p>Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately Commas are usually used in a list Is beginning to use commas after fronted adverbials Starting to use commas for separating clauses, although not always accurately</p> <p>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 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.</p> <p>Can proof read to check for spelling errors Can proof read to check for missing punctuation</p>
New Years Resolutions Internet Safety Day Superhero Visit	Term 3 (5 weeks)	Newspaper report (2 weeks)	Cloudy with a Chance of Meatballs by Jack Barrett		<p>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 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</p> <p>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 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 e.g. She ran slowly..... Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition</p> <p>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</p> <p>Is beginning to know how to write for 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 plan Can include details to add interest, to persuade or to direct Is beginning to establish a viewpoint in their writing</p> <p>Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing</p>
		Story writing (3 weeks)	Shine by Sarah Asuquo		<p>Can write at will and independently Can generate multiple feasible ideas from a stimulus Can write whole and part texts with fluency and stamina</p> <p>Can use a mixture of sentence types, sometimes varying their structure Can use adverbials in different positions in a sentence Can extend sentences with more than one clause by using a wider range of conjunctions</p>

					<p>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 Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition</p> <p>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 after fronted adverbials Starting to use commas for separating clauses, although not always accurately Can indicate possession by using the possessive apostrophe with plural nouns</p> <p>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 description of characters feelings.</p> <p>Can proof read to check for spelling errors Can proof read to check for missing punctuation</p>
<p>Medway Music Festival World Book Week Mothers Day Cards EYFS Mothers Day Morning Easter Quiz Nursery Egg rolling competition Sports Relief Easter cards</p>	Term 4 (6 weeks)	Balanced argument (2 weeks)	The Wild Girl by Chris Wormell		<p>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</p> <p>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, because, although Can use verb tenses consistently and accurately across a range of text types Sentences are grammatically accurate, giving relevant and precise information</p> <p>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</p> <p>Is beginning to know how to write for different audiences and different purposes 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 of details e.g. direct speech, description of setting and the description of characters feelings. Expresses an opinion by giving justification for their ideas Is beginning to establish a viewpoint in their writing</p> <p>Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing</p>
		World book week (1 week)	TBC		
		Playscript (2 weeks)	A Midsummers Night Dream (Shakespeare Globe Trust & Jane Ray version)		<p>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 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</p> <p>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</p> <p>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</p> <p>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</p>

					Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary
		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 from its structure, vocabulary and grammar 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 pronouns in sentences Proofread for spelling and punctuation errors Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Swimming (Year 5)	Term 5 (6 weeks)	Recount (2 weeks)	Journey by Aaron Becker		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 adverbials 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 plan  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, if, because, although 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 (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 use commas after fronted adverbials Starting to use commas for separating clauses, although not always accurately 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 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 plan Can include details to add interest, to persuade or to direct Is beginning to establish a viewpoint in their writing  Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary
		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

					<p>Sentences are grammatically accurate, giving relevant and precise information</p> <p>Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately</p> <p>Can consistently use capital letters for proper nouns</p> <p>Commas are usually used in a list</p> <p>Is beginning to use commas after fronted adverbials</p> <p>Can indicate possession by using the possessive apostrophe with plural nouns</p> <p>Is progressively building a varied and rich vocabulary</p> <p>Records ideas in chunks (paragraphs) and is able to check that their writing follows their original plan</p> <p>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.</p> <p>Can proof read to check for spelling errors</p> <p>Can proof read to check for missing punctuation</p>
<p>Strings Festival</p> <p>Fathers Day Cards</p> <p>EYFS Fathers Day Morning</p> <p>Year R Parent Meetings</p> <p>Equality &amp; Diversity Day</p> <p>Bude Residential (Year 5)</p> <p>Transition Day</p> <p>Police Day</p> <p>Swingate's Got Talent</p> <p>Sports Day</p> <p>Teddy Bears Picnic</p> <p>End of School Performance (Year 6)</p> <p>Classtonbury Chessington (Year 6)</p> <p>Summer Fayre</p> <p>Beach Party</p>	Term 6 (7 weeks)	Story writing (3 weeks)	Lily's Purple Plastic Purse by Kevin Henkes		<p>By the end of the year children should be able to:</p> <p>Can evaluate and discuss themselves as a writer</p> <p>Can write at will and independently</p> <p>Can generate multiple feasible ideas from a stimulus</p> <p>Can write whole and part texts with fluency and stamina</p> <p>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</p> <p>Can use some 'tricks of the trade' for a given style to ensure that the style of writing is evident to the reader</p> <p>Can use a mixture of sentence types, sometimes varying their structure</p> <p>Can use adverbials in different positions in a sentence e.g. Finally the sunshine came out; I watched with anticipation</p> <p>Can extend sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</p> <p>Within sentences, subjects and verbs agree, e.g. 'We were playing' rather than 'We was playing '</p> <p>Can use verb tenses consistently and accurately across a range of text types</p> <p>Sentences are grammatically accurate, giving relevant and precise information</p> <p>Is beginnning to use co-ordinating and subordinating conjunctions to develop the flow of writing</p> <p>Verbs are qualified by adverbs and adverbial phrases e.g. She ran slowly.....</p> <p>Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition</p> <p>Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately</p> <p>Can consistently use capital letters for proper nouns</p> <p>Inverted commas are nearly always in the correct place for simple speech</p> <p>Commas are usually used in a list</p> <p>Is beginning to use commas after fronted adverbials</p> <p>Starting to use commas for separating clauses, although not always accurately</p> <p>Can use the apostrophe for omission correctly</p> <p>Can indicate possession by using the possessive apostrophe with plural nouns</p> <p>Is beginning to know how to write for different audiences and different purposes</p> <p>Can confidently compose and rehearse a cohesive text</p> <p>Is progressively building a varied and and rich vocabulary</p> <p>Records ideas in chunks (paragraphs) and is able to check that their writing follows their original plan</p> <p>Can consider the needs of the reader when planning their text</p> <p>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.</p> <p>Expresses an opinion by giving justification for their ideas</p> <p>Is beginning to establish a viewpoint in their writing</p> <p>Can proof read to check for spelling errors</p> <p>Can proof read to check for missing punctuation</p> <p>Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing</p> <p>Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary</p>
		Instructions (2 weeks)	Desert challenge by Bear Grylls		
		Character description (2 weeks)	Charlotte's Web by E.B White		



**Medium Term Plan Year 5**

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 following: <ul style="list-style-type: none"><li>• <i>Spelling and handwriting objectives from pixl to be taught at all times</i></li><li>• <i>Ensure to cover narrative/non narrative objectives from table when these genres are taught</i></li></ul>
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)	Introduce termly read		
		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 adverbial phrases, expanded noun phrases etc.  Always uses capital letters and full stops accurately.

					<p>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.</p> <p>Includes sufficient detail to engage the reader. Establishes a clear viewpoint in their writing and maintains this throughout a text.</p> <p>Can proof read to check for spelling errors. Can proof read to check for missing punctuation.</p>
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 Christmas Cards Christingle (Year 3)	Term 2 (7 weeks)	Script writing (2 weeks)	Leon and the place between by Angela McAllister		<p>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.</p> <p>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 ideas. Sentences are grammatically accurate. Can maintain a consistent tense through choosing and using an appropriate verb form.</p> <p>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. Understands the use of brackets to add additional information.</p> <p>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.</p> <p>Identifies and edits inaccuracies in grammar. Can proof read to check for spelling errors. Can proof read to check for missing punctuation.</p>
		Poetry (2 weeks)	Heard it in the playground by Allan Ahlberg		<p>Chooses an appropriate form for their writing in order to communicate effectively. Includes appropriate features to enhance the meaning and impact of their text.</p> <p>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.</p> <p>Always uses capital letters and full stops accurately. Always uses question marks and exclamation marks accurately.</p> <p>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.</p>
		Instructions (1 week)	How to Babysit a Grandma by Jean Reagan		<p>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.</p> <p>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.</p> <p>Always uses capital letters and full stops accurately. Can use an apostrophe for contraction accurately. Understands the use of brackets to add additional information.</p> <p>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.</p>

					<p>Identifies and edits inaccuracies in grammar. Can proof read to check for spelling errors. Can proof read to check for missing punctuation.</p>
		Letter (2 weeks)	Kensuke's Kingdom by Michael Morpurgo		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
New Years Resolutions Internet Safety Day Superhero Visit	Term 3 (5 weeks)	Letter writing (2 weeks)	Treason by Berlie Doherty		<p>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.</p> <p>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.</p> <p>Always uses capital letters and full stops accurately. Can use an apostrophe for contraction accurately. Understands the use of brackets to add additional information.</p> <p>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.</p> <p>Identifies and edits inaccuracies in grammar. Can proof read to check for spelling errors. Can proof read to check for missing punctuation.</p>
		Story writing (3 weeks)	The Iron Man by Ted Hughes		<p>Is able to critically evaluate their own and other people's written work. Includes appropriate features to enhance the meaning and impact of their text.</p> <p>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 ideas. 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 adverbial phrases, expanded noun phrases etc.</p> <p>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. Understands the use of brackets to add additional information.</p>

					<p>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.</p> <p>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.</p>
<p>Medway Music Festival World Book Week Mothers Day Cards EYFS Mothers Day Morning Easter Quiz Nursery Egg rolling competition Sports Relief Easter cards</p>	Term 4 (6 weeks)	Newspaper report (2 weeks)	Varmints by Helen Ward		<p>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.</p> <p>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.</p> <p>Pitches texts appropriately, according to who it will be read by. Includes sufficient detail to engage the reader.</p> <p>Identifies and edits inaccuracies in grammar. Can proof read to check for spelling errors. Can proof read to check for missing punctuation.</p>
		World book week (1 week)	TBC		
		Balanced argument (2 week)	Clockwork by Philip Pullman		<p>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.</p> <p>Uses a range of sentence types with growing dexterity. Cohesion and flow are promoted through the use of pronouns and determiners.</p> <p>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.</p> <p>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.</p> <p>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.</p>
		Persuasion text (1 week)	Clockwork by Philip Pullman		<p>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.</p> <p>Uses a range of sentence types with growing dexterity. Cohesion and flow are promoted through the use of pronouns and determiners.</p>

					<p>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.</p> <p>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.</p> <p>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.</p>
Swimming (Year 5)	Term 5 (6 weeks)	Character description (1 week)	Rain-player by David Wisniewski		<p>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.</p> <p>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 ideas.  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 adverbial phrases, expanded noun phrases etc.</p> <p>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.</p> <p>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.</p> <p>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.</p>
		Story writing (x2 weeks)	Rain-player by David Wisniewski		<p>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.</p> <p>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 ideas.  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 adverbial phrases, expanded noun phrases etc.</p> <p>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.</p>

					<p>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.</p> <p>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.</p>
		Poetry (2 weeks)	The Great Kapok Tree by Lynne Cherry		<p>Chooses an appropriate form for their writing in order to communicate effectively. Includes appropriate features to enhance the meaning and impact of their text.</p> <p>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.</p> <p>Always uses capital letters and full stops accurately. Always uses question marks and exclamation marks accurately.</p> <p>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.</p>
		Fact file (1 week)	The Mousehole Cat by Antonia Barber		<p>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.</p>
Strings Festival 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	Term 6 (7 weeks)	Story writing (3 weeks)	Pattan's pumpkin by Chitra Soundar		<p>By the end of the year children should be able to: 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. 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. Includes appropriate features to enhance the meaning and impact of their text.</p>
		Letter writing (2 weeks)	Macbeth by William Shakespeare		
		Diary (2 weeks)	Holes by Louis Sachar		<p>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 ideas. 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 adverbial phrases, expanded noun phrases etc. Cohesion and flow are promoted through the use of pronouns and determiners.</p> <p>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.</p>

Beach Party					<p>Understands the use of brackets to add additional information.</p> <p>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.</p> <p>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.</p>
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### Medium Term Plan Year 6

Visit/trips/extra-curricular experiences	Timeline	Genre	Supporting Texts	Oracy Skills	<b>Key Objectives</b> Objectives from Pixl have been listed for each writing focus. Along with these teachers need to ensure the following: <ul style="list-style-type: none"> <li>Spelling and handwriting objectives from pixl to be taught at all times</li> <li>Ensure to cover narrative/non narrative objectives from table when these genres are taught</li> </ul>
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)	Introduce termly text		
		Character description (1 week)	Flotsam by David Wiesner		<p>Can refine their ideas based on their experience of good quality model texts</p> <p>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</p> <p>Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial/formal etc)</p> <p>Can use capital letters and full stops accurately (to make and improve sentences)</p>

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



					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 Christmas Cards Christingle (Year 3)	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 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 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 exclamation marks Can use inverted commas for dialogue 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/colloquial/formal etc)  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/colloquial/formal etc)  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
		Letter writing (1 week)	The other side of the Truth by Beverley Naidoo		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

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

					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		<p>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</p> <p>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</p> <p>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)</p> <p>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</p>
		Story writing (2 weeks)			<p>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</p> <p>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</p> <p>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)</p> <p>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</p>
		Poetry (1 week)	The Iron Wolf by Ted Hughes		<p>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</p> <p>Can develop cohesion within sentences</p> <p>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)</p> <p>Can use capital letters and full stops accurately (to make and improve sentences)</p>
		Autobiography (1 week)	Greta's Story by Valentina Camerini		<p>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</p> <p>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</p> <p>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)</p> <p>Can use capital letters and full stops accurately (to make and improve sentences)</p>

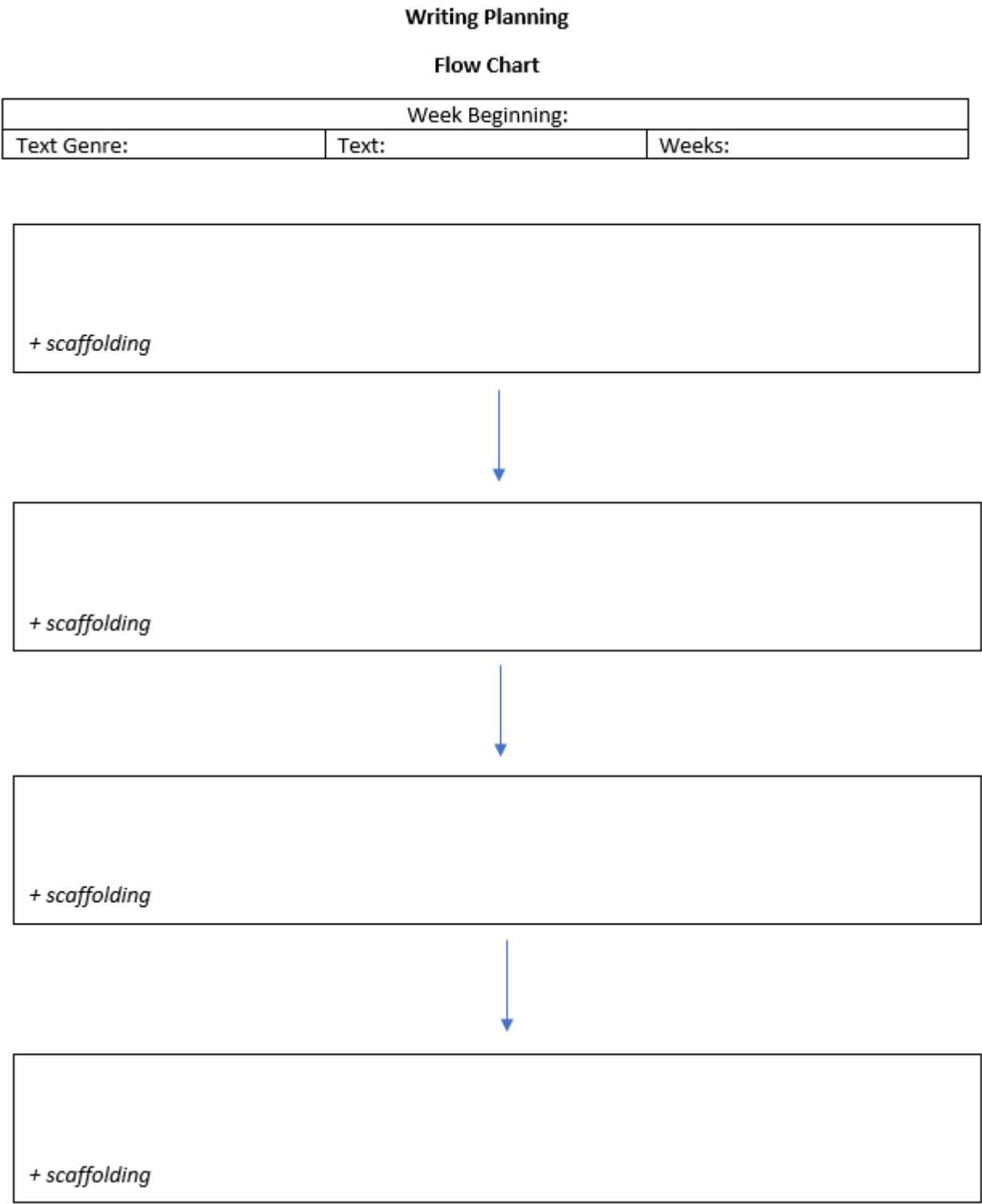
					<p>Can use question marks (to write question sentences which 'hook' the reader)</p> <p>Can use inverted commas for dialogue</p> <p>Can use apostrophes to show omissions</p>
<p>Medway Music Festival</p> <p>World Book Week</p> <p>Mothers Day Cards</p> <p>EYFS Mothers Day Morning</p> <p>Easter Quiz</p> <p>Nursery Egg rolling competition</p> <p>Sports Relief</p> <p>Easter cards</p>	Term 4 (6 weeks)	Letter writing (1 week)	Here we are by Oliver Jeffers		<p>Can critically evaluate their own and other peoples' written work against a specific brief</p> <p>Can choose the most appropriate form for their writing in order to communicate effectively</p> <p>Can refine their ideas based on their experience of good quality model texts</p> <p>Can compose and execute whole texts, writing with fluency and stamina</p> <p>Can use audience feedback to support the writing/editing process</p> <p>Can write in both active and passive form</p> <p>Can develop cohesion within sentences</p> <p>Can identify the correct audience and compose an appropriate text based on this</p> <p>Can select and use the appropriate structure and features for a text type</p> <p>Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial/formal etc)</p> <p>Can use capital letters and full stops accurately (to make and improve sentences)</p> <p>Can use question marks (to write question sentences which 'hook' the reader)</p> <p>Can use apostrophes to show omissions</p>
		World book week (1 weeks)???	TBC		
		Persuasion text (leaflet) (1 week)	Journey by Aaron Becker		<p>Can critically evaluate their own and other peoples' written work against a specific brief</p> <p>Can choose the most appropriate form for their writing in order to communicate effectively</p> <p>Can refine their ideas based on their experience of good quality model texts</p> <p>Can compose and execute whole texts, writing with fluency and stamina</p> <p>Can use audience feedback to support the writing/editing process</p> <p>Can identify the correct audience and compose an appropriate text based on this</p> <p>Can select and use the appropriate structure and features for a text type</p> <p>Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial/formal etc)</p> <p>Can use question marks (to write question sentences which 'hook' the reader)</p>
		Instructional text (1 week)			<p>Can critically evaluate their own and other peoples' written work against a specific brief</p> <p>Can choose the most appropriate form for their writing in order to communicate effectively</p> <p>Can refine their ideas based on their experience of good quality model texts</p> <p>Can compose and execute whole texts, writing with fluency and stamina</p> <p>Can use audience feedback to support the writing/editing process</p> <p>Can use modal verbs</p> <p>Can identify the correct audience and compose an appropriate text based on this</p> <p>Can select and use the appropriate structure and features for a text type</p> <p>Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial/formal etc)</p> <p>Can use capital letters and full stops accurately (to make and improve sentences)</p> <p>Can use apostrophes to show omissions</p>
		Explanation text (2 week)	Tuesday by David Wiesner		<p>Can critically evaluate their own and other peoples' written work against a specific brief</p> <p>Can choose the most appropriate form for their writing in order to communicate effectively</p> <p>Can refine their ideas based on their experience of good quality model texts</p> <p>Can compose and execute whole texts, writing with fluency and stamina</p> <p>Can use audience feedback to support the writing/editing process</p> <p>Can use conjunctions to extend sentences with more than one clause</p> <p>Can integrate dialogue</p> <p>Can use modal verbs</p> <p>Can identify the correct audience and compose an appropriate text based on this</p> <p>Can select and use the appropriate structure and features for a text type</p> <p>Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial/formal etc)</p> <p>Can use capital letters and full stops accurately (to make and improve sentences)</p> <p>Can use apostrophes to show omissions</p>

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

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/colloquial/formal etc) 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
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# 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 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

Characterisation	Dialogue	Descriptions
<ul style="list-style-type: none"> <li>• Choosing a good name</li> <li>• Use a few descriptive details</li> <li>• Talk about hobbies/main interest</li> <li>• Think about how the character feels</li> <li>• Show through what they say or do</li> <li>• What is their goal/purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Think about how they feel</li> <li>• Use powerful speech verbs</li> <li>• Use stage direction to show what a character is doing</li> </ul>	<ul style="list-style-type: none"> <li>• Use well-chosen adjectives, smiles/metaphors</li> <li>• Use senses and details</li> <li>• Show things through the characters eyes</li> <li>• Describe key objects</li> <li>• Describe settings to create atmosphere</li> <li>• Describe weather and time of day</li> </ul>
Openings	Endings	Dilemmas
<ul style="list-style-type: none"> <li>• Traditional – once upon a time</li> <li>• Time – early one morning</li> <li>• How a character feels – Poppy felt sad</li> <li>• Characters – Harry stared at the alien and smiled</li> <li>• Setting – the swamp was green and frozen</li> <li>• Action – Billy leapt down</li> <li>• Talk – “Put that down!”</li> <li>• Use a hook- usually the mornings were silent but...</li> </ul>	<ul style="list-style-type: none"> <li>• Show characters feelings – Jo grinned</li> <li>• Comment on what has been learnt – they knew it was not a good idea</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the characters goal</li> <li>• Decide how many obstacles they will overcome</li> <li>• Think about how this will be done</li> <li>•</li> </ul>

Please see video link for further guidance: [https://www.youtube.com/watch?v=vCM5u-X-nTo&ab\\_channel=TalkforWriting](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, Choice 3)						Year 2																									
1	NEW learning Pre-handwriting patterns: - Straight						NEW learning Straight line Continuous Cursive Letters Curves to start Continuous Cursive Letters <table><tr><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td></tr><tr><td>i, l</td><td>t, x</td><td>z</td><td>c, a, d</td><td>g, q,</td><td>o, e, s</td></tr></table>						Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	i, l	t, x	z	c, a, d	g, q,	o, e, s	Revise Year 1 Term 4 - 6 joining as well as ensuring capital letters are correctly formed.													
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6																																	
i, l	t, x	z	c, a, d	g, q,	o, e, s																																	
2	NEW learning  Pre-handwriting patterns: - Curve - Tunnel - Diagonal						NEW learning Top exit Continuous Cursive Letters Tunnel Continuous Cursive Letters <table><tr><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td></tr><tr><td>r, v</td><td>w, n</td><td>m, h</td><td>b, p,</td><td>u</td></tr></table>						Week 1	Week 2	Week 3	Week 4	Week 5	r, v	w, n	m, h	b, p,	u	Constant practice each day linked into the whole curriculum e.g. from Common Exception Words in the English Curriculum to specific vocabulary in history.															
Week 1	Week 2	Week 3	Week 4	Week 5																																		
r, v	w, n	m, h	b, p,	u																																		
3	NEW learning  Straight line cursive letters Curves to start cursive letters <table><tr><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td></tr><tr><td>i, l</td><td>t, x</td><td>z</td><td>c, a, d</td><td>g, q,</td><td>o, e, s</td></tr></table>						Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	i, l	t, x	z	c, a, d	g, q,	o, e, s	Pre-handwriting patterns - Join pre-handwriting patterns  -		NEW learning Hooks, loops and lines Continuous Cursive Letters <table><tr><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td></tr><tr><td>j</td><td>y</td><td>f</td><td>k</td></tr></table>						Week 1	Week 2	Week 3	Week 4	j	y	f	k	Constant practice each day linked into the whole curriculum e.g. from Common Exception Words in the English Curriculum to specific vocabulary in history.			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6																																	
i, l	t, x	z	c, a, d	g, q,	o, e, s																																	
Week 1	Week 2	Week 3	Week 4																																			
j	y	f	k																																			
4	NEW learning  Top exit cursive letters Tunnel cursive letters <table><tr><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td></tr><tr><td>r, v</td><td>w, n</td><td>m, h</td><td>b, p,</td><td>u</td></tr></table>						Week 1	Week 2	Week 3	Week 4	Week 5	r, v	w, n	m, h	b, p,	u	Pre-handwriting patterns - Join pre-handwriting patterns		STAGE 3 NEW learning Continuous Cursive Letter bottom joins Continuous Cursive Letter bottom to c shaped letter joins <table><tr><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td></tr><tr><td>Aa, ch</td><td>ck, er</td><td>ff, sh, th</td><td>but, jig, as,</td><td>ea, ed, ss,</td><td>igh, ing, sat</td></tr></table>						Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Aa, ch	ck, er	ff, sh, th	but, jig, as,	ea, ed, ss,	igh, ing, sat	Constant practice each day linked into the whole curriculum e.g. from Common Exception Words in the English Curriculum to specific vocabulary in history.	
Week 1	Week 2	Week 3	Week 4	Week 5																																		
r, v	w, n	m, h	b, p,	u																																		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6																																	
Aa, ch	ck, er	ff, sh, th	but, jig, as,	ea, ed, ss,	igh, ing, sat																																	
5	NEW learning  Hooks, loops and cursive lines <table><tr><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td></tr><tr><td>j</td><td>y</td><td>f</td><td>k</td></tr></table>						Week 1	Week 2	Week 3	Week 4	j	y	f	k	Pre-handwriting patterns Join pre-handwriting patterns		NEW learning Continuous Cursive Letter bottom e letter joins Continuous Cursive Letter top e letter joins <table><tr><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td></tr><tr><td>be, ie,</td><td>se,</td><td>her, men</td><td>oe, re,</td><td>ve, we,</td><td>ere, ure</td></tr></table>						Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	be, ie,	se,	her, men	oe, re,	ve, we,	ere, ure	Constant practice each day linked into the whole curriculum e.g. from Common Exception Words in the English Curriculum to specific vocabulary in history.			
Week 1	Week 2	Week 3	Week 4																																			
j	y	f	k																																			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6																																	
be, ie,	se,	her, men	oe, re,	ve, we,	ere, ure																																	
6	Revision of the above with a focus on ensuring that the size and proportion of letters is correct.						NEW learning Continuous Cursive Letter top letter joins <table><tr><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td></tr><tr><td>oq, oo,</td><td>oh, oi,</td><td>on, or</td><td>Ou, ov,</td><td>Ow, oy</td><td>wh</td></tr></table> Refining and sharpening skills. All handwriting should be joined by the end of the term.						Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	oq, oo,	oh, oi,	on, or	Ou, ov,	Ow, oy	wh														
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6																																	
oq, oo,	oh, oi,	on, or	Ou, ov,	Ow, oy	wh																																	

\* 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

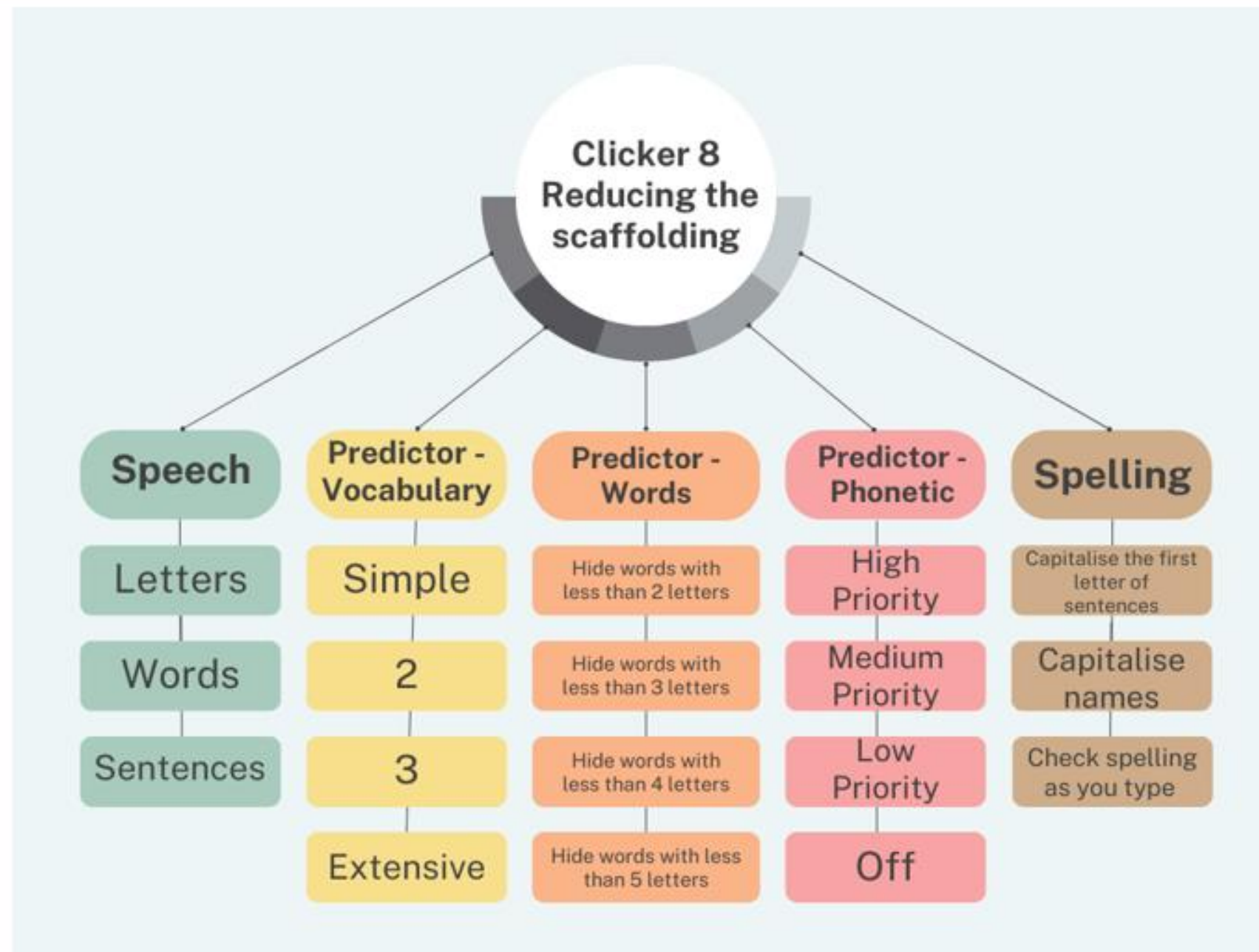
Each day handwriting must be explicitly taught for 10 minutes a day. The teaching sequence must be followed as this progresses learning whilst building in independence.

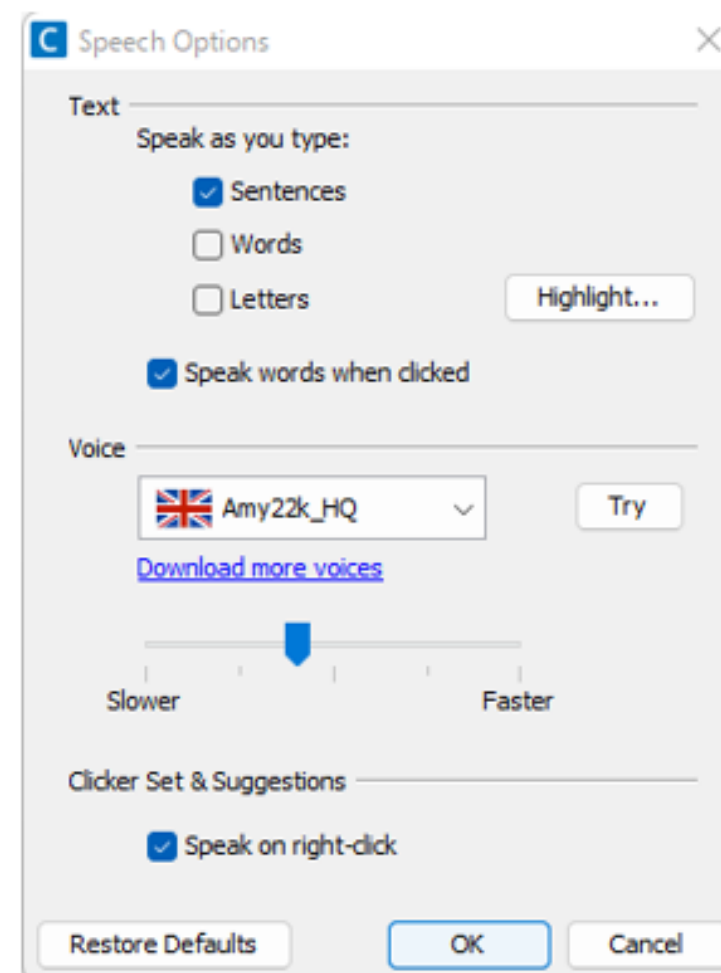
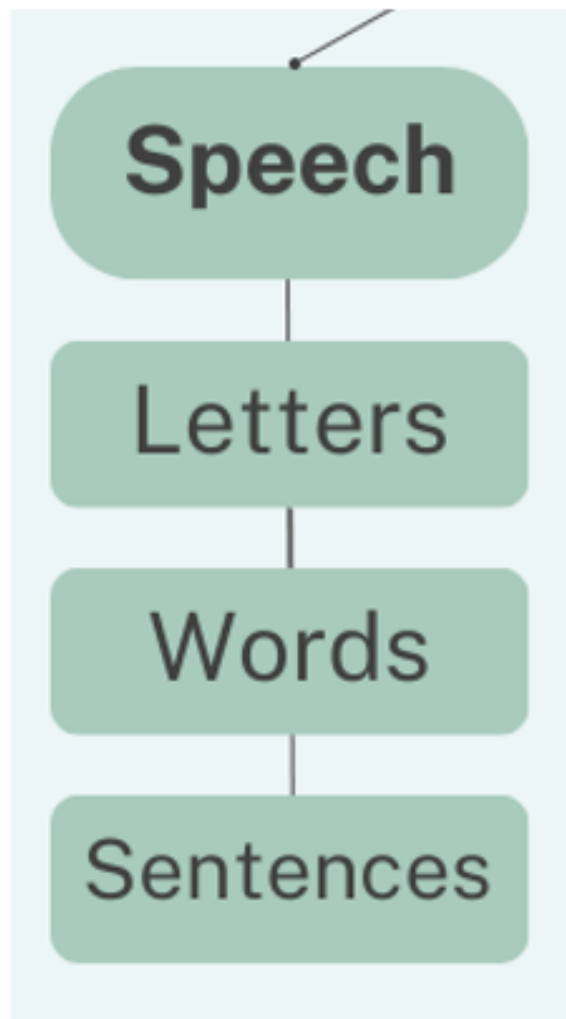
## Clicker 8 Support and Guidance

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.

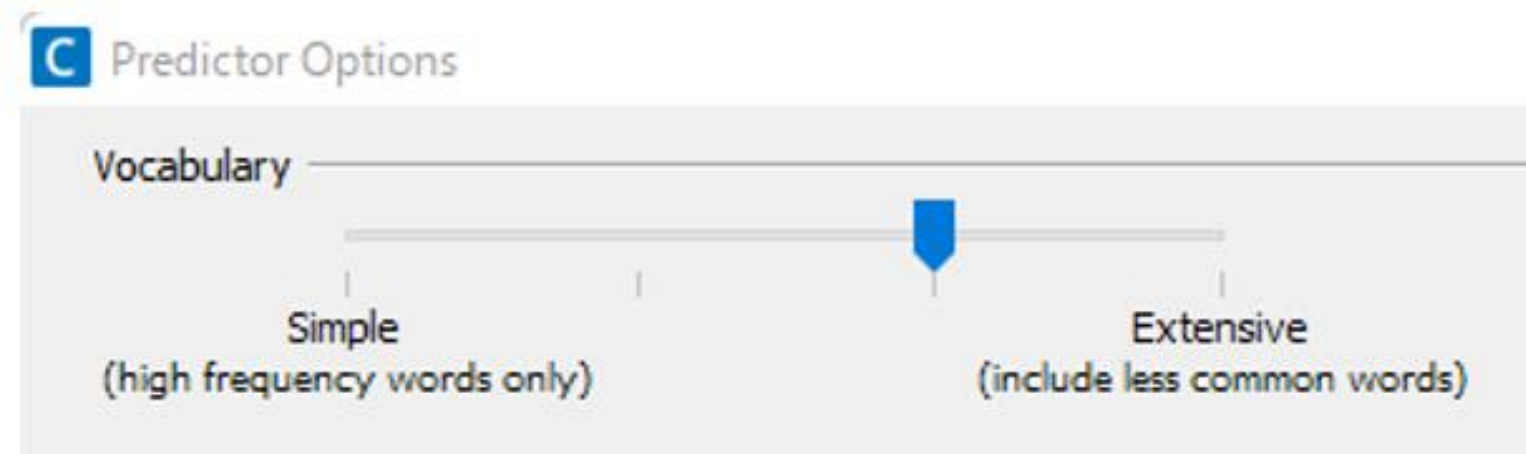
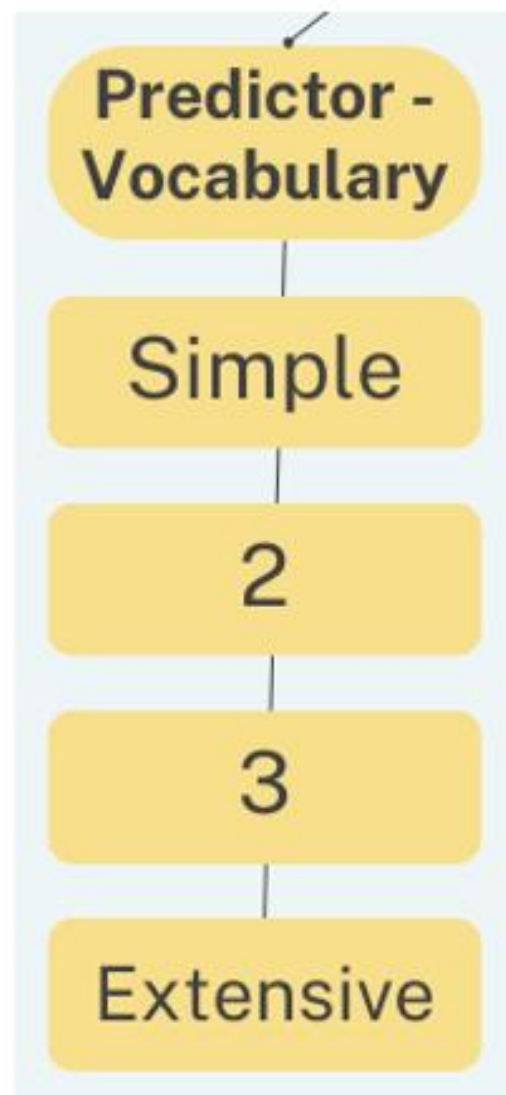
When publishing their work, the children who have used Clicker should still handwrite at least a section of their typed work. This is to ensure that those children are still practicing their handwriting and building up their writing stamina. This will, in turn, ensure a smoother transition back into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





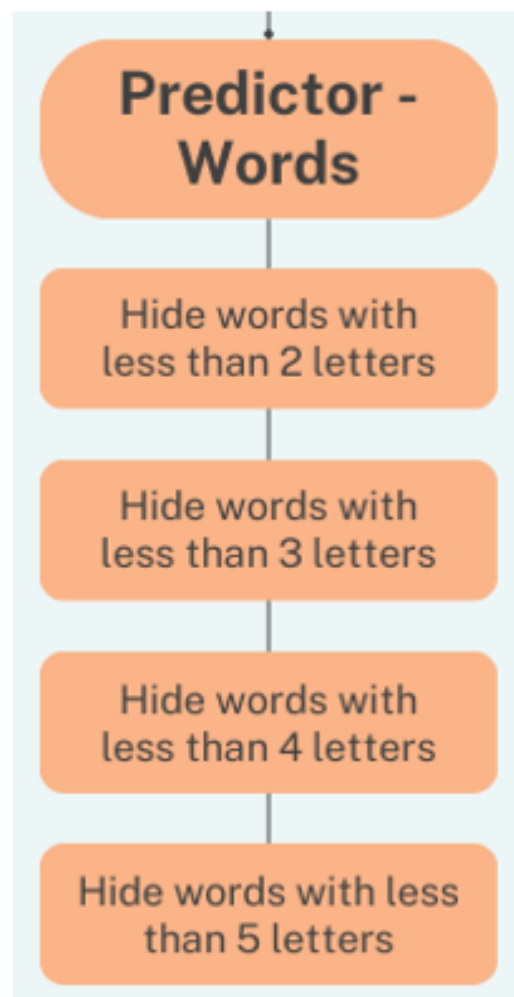
The Speech tools read aloud the letters, words or sentences once they have been written.

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



The Predictor- Vocabulary tool allows you to select what type of words will come up in the predicted words box.

With the selection on "Simple", only high frequency and basic vocabulary will be shown. This allows for simple sentence construction. As you move up the scale, the vocabulary broadens, including more ambitious vocabulary.



A screenshot of the Predictor - Words tool interface. It features a title bar "Words" with a close button. Below the title bar, there are two dropdown menus: "Show up to" with the value "6" and "words", and "Hide words with less than" with the value "2" and "letters". There are two checkboxes: "Suggest next word" and "Suggest words from open Clicker Sets", both of which are checked. A "Keyboard Shortcuts" button is located in the bottom right corner.

The Predictor- Words tool allows you to hide words with less than a chosen number of letters.

This means you can gradually decrease the level of support given for spelling shorter words.

This scale goes all the way up to 10.

The "show up to" tool allows you to increase or decrease the number of words predicted. For some children a higher number would be better but this could prove overwhelming for others. This would need to be tailored on an individual basis.





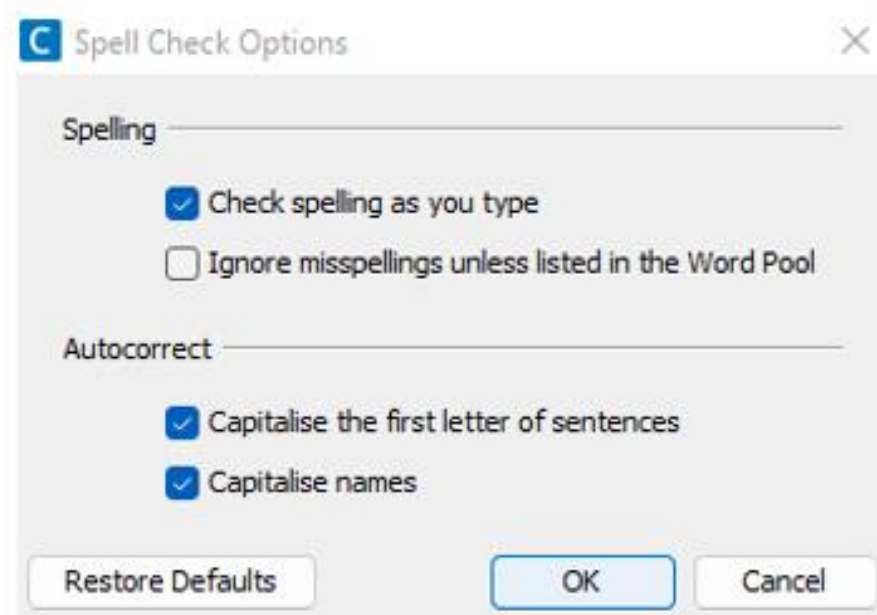
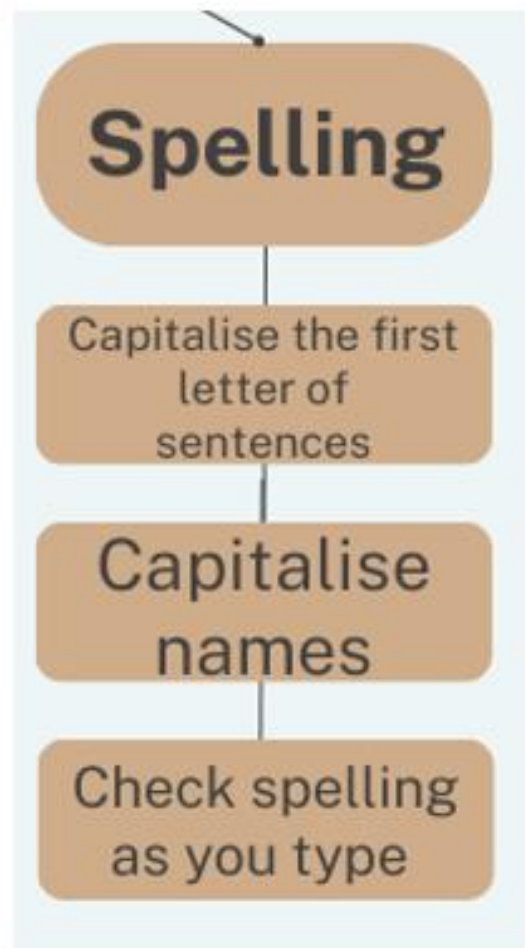
SoundsLike \_\_\_\_\_

Suggest words that sound like the letters typed (eg "sum"->"some")

High Priority ▼

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 names.

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



**C Word Pool** ✕

Add words to the Word Pool to include them in Suggestions, and to change their pronunciation.

**Word Pool**

One  
exciting  
friendly  
planet  
swimming  
theme  
wonderful


Pronounce selected word as:

Spell the word as you would like it to be pronounced. This spelling will only be used by the speech.

Common misspellings of 'word':

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.

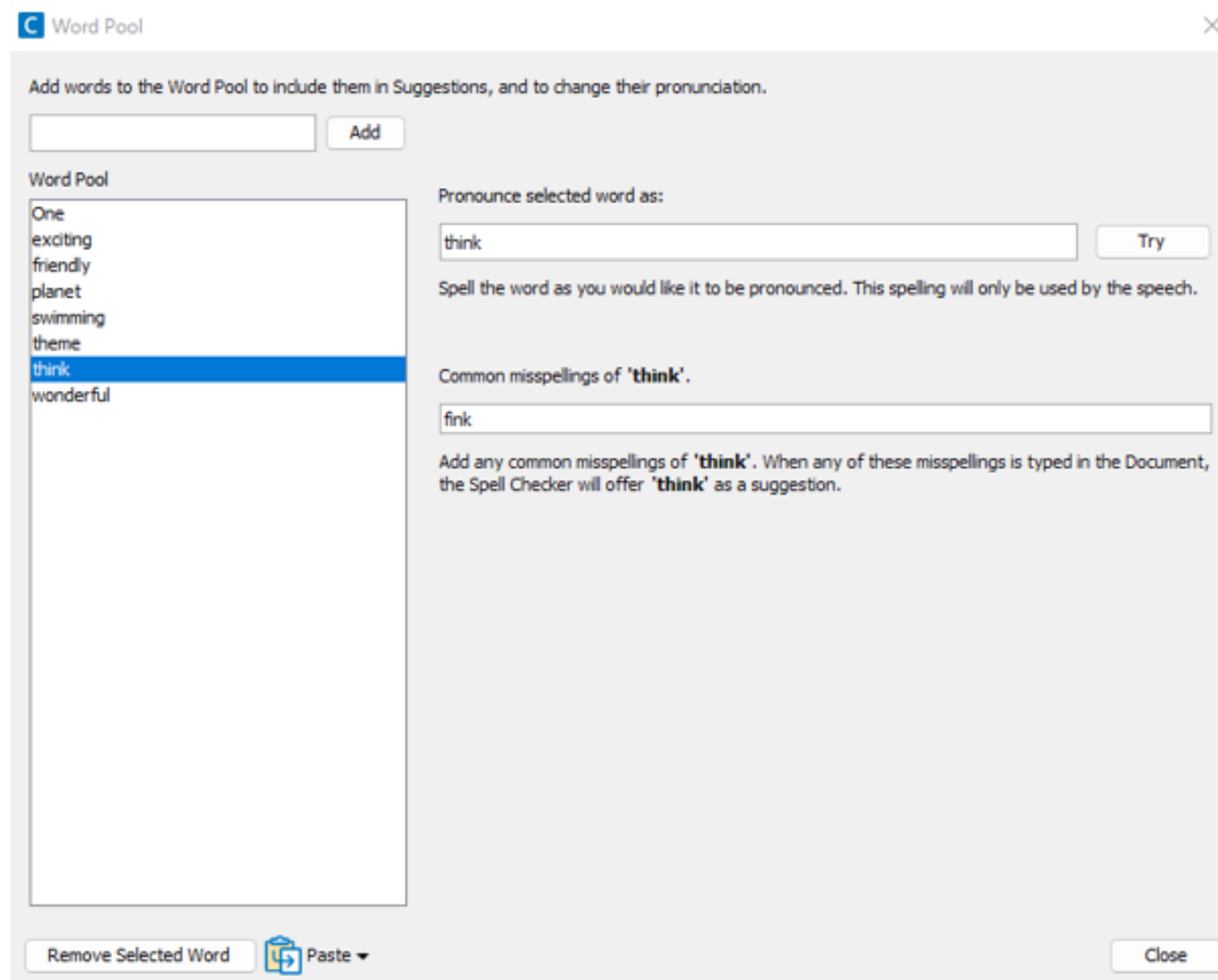
 Paste

## Word Pool

This tool can be used for identifying common misspelling of a word that might not suggest the correct word.

- Add the word to the word pool
- Select the word
- Add common misspellings

The next time a child types the common misspelling, the correct word will be displayed on the choice of words list. This word pool *should* be network wide, so anything added by one member of staff will be on all versions of Clicker.



## Word Pool

Although Clicker is pretty good at picking up what word is attempting to be written, it is only a computer!

If we struggle to understand what a child's written sometimes then what hope does a computer have!

For example, if you type "fink" into Clicker it does not recognise the child is attempting to spell "think".

By adding this to our word pool, it will now suggest the word "think" to the children.