



# Writing Long Term Plan

## Whole School Genre Overview

### 2023-24

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Provide opportunities for writing in a wide range of ways:</p> <ul style="list-style-type: none"> <li>• Transport and Travel Road Safety Signs</li> <li>• Christmas cards &amp; invitations</li> <li>• Nativity Tickets</li> <li>• Father Christmas List.</li> </ul>		<p>Provide writing opportunities within the role play areas:</p> <p>For example</p> <ul style="list-style-type: none"> <li>• Post office – letters, stamps, parcels</li> <li>• Police station – provide clipboards and stamps</li> <li>• Hospital – prescriptions and appointment cards</li> </ul>		<p>Write postcards from around the world.</p> <p>Encourage children to write some letters accurately.</p> <p>Use name cards to encourage children to write some or all of their name daily.</p> <p>Use Sounds-Write to introduce the written letter</p>	
Reception	<p><u>Nursery Rhymes</u> Story enjoyment, rhyme and initial sounds, story retell, mark marking. Each Peach Pear Plus, Humpty Dumpty, Incy Wincy Spider, Jack and Jill, Little Bo Beep, Mother Hubbard</p> <p><u>Imitation: Story retelling</u> Mr Wiggle and Mr Waggle</p> <p><u>Caption writing</u> Little Red Hen</p> <p><u>List writing and speech bubbles:</u> Dear Santa Twinkl Twinkle Little Star</p> <p><u>List writing, Alliteration.</u> Autumn Poem National Nursery Rhyme Week</p>		<p><u>Oral innovation of text</u> Sentence structure, punctuation and repeated phrases. - We're Going on a Bear Hunt.</p> <p><u>Instruction writing</u> Mr Wolf's Pancakes.</p> <p><u>Character Profile</u> Goldilocks and the Three Bears.</p> <p><u>Performance Poetry</u> We're Going on a Bear</p>		<p><u>Story writing</u> The Three Little Pigs</p> <p><u>Descriptive sentence writing</u> The Three Billy Goats Gruff</p> <p><u>Fact File</u> Minibeast</p> <p><u>Recount School Trip</u></p> <p><u>Poetry</u> Mad about minibeasts</p>	



# Writing Long Term Plan

## Whole School Genre Overview

### 2023-24

Key Stage 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><a href="#">Writing to Entertain</a> EYFS to Year 1 Transition – Drawing Club.</p> <p><a href="#">Writing to Entertain</a> Nonsense Poetry – On the Ning Nang Nong (Spike Milligan)</p>	<p><a href="#">Writing to Entertain</a> Narrative (Warning Story) – Little Red Riding Hood</p> <p>Narrative – The Clock Tower</p> <p><a href="#">Writing to Inform</a> Instructions – How to Make a Jam Sandwich.</p>	<p><a href="#">Writing to Inform</a> Diary entry – Beegu (Alexis Deacon)</p> <p><a href="#">Writing to Entertain</a> Poetry – Julian is a Mermaid (Jessica Love)</p>	<p><a href="#">Writing to Entertain</a> Narrative – The Sea Saw (Tom Percival)</p>	<p><a href="#">Writing to Entertain</a> Narrative (Journey Story) – The Snail &amp; The Whale (Julia Donal)</p> <p><a href="#">Writing to Entertain</a> Poetry – class poem/ performance poetry</p>	<p><a href="#">Writing to Entertain</a> Narrative – Ivy &amp; The Lonely Rain Cloud</p> <p><a href="#">Writing to Inform</a> Information Text – Ivy &amp; The Lonely Rain Cloud</p> <p><a href="#">Writing to Inform</a> Letter to New Teacher</p>
Year 2	<p><a href="#">Writing to Entertain</a> Setting &amp; Character Descriptions – Here We Are (Oliver Jeffers)/ The River (Tom Percival)</p> <p><a href="#">Writing to Entertain</a> Letter – Hansel and Gretel</p>	<p><a href="#">Writing to Inform</a> Diary entry – Vlad &amp; The Great Fire of London (Kate Cunningham)</p> <p><a href="#">Writing to Entertain</a> Narrative - Bog Baby</p> <p><a href="#">Writing to Entertain</a> News report – Traction Man</p>	<p><a href="#">Writing to Inform</a> Non-chronological Report – The Big Book of the Blue (Yuvel Zommer)</p> <p><a href="#">Writing to Entertain</a> Job advert - Bob the man on the moon</p>	<p><a href="#">Writing to Inform</a> Instructions – How to Wash a Woolly Mammoth (Michelle Robinson)</p> <p><a href="#">Writing to Entertain</a> Poetry - Bumpus Jumpus Dinosaurumpus (Tony Mitton)</p>	<p><a href="#">Writing to Entertain</a> Narrative – Tear Thief</p> <p><a href="#">Writing to Entertain</a> Character description – Tell me a dragon</p>	<p><a href="#">Writing to Entertain</a> Narrative – Leon and the place between</p> <p><a href="#">Writing to Entertain</a> Riddles – Big book of beasts</p>

## Writing to entertain (KS1)

### Text Types

- Stories (including re-tellings)
- Descriptions
- Poetry
- In-character/role

### Text Features

- Time sequenced
- Begin to differentiate between past and present tense to suit purpose

### Other Style Ideas

- Focus on oral work first
- Use opportunities to reading own work aloud

### Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas, *They pulled and pulled at the turnip to get it out.*
- Use **noun phrases** which add detail to description, *very old grandma, brave woodchopper*
- Use the **progressive form** for verbs, *Goldilocks was walking through the woods.*
- Use **exclamation sentences** where appropriate, *What big eyes you have, Grandma!*

### Adverbials

First Then Next After Later  
The next day...

### Conjunctions

and but so or when

### Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **capital letter** for first person 'I'
- Use **apostrophes** to mark contractions, e.g. *didn't*
- Use **exclamation marks**, particularly in relation to speech
- Begin to use **inverted commas** to mark direct speech where appropriate.



## Writing to inform (KS1)

### Text Types

- Recount
- Letter
- Instructions

### Text Features

- Appropriate use of past and present tense

### Other Style Ideas

- Could use a writing frame to structure sections
- May include images

### Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas, *Badgers sleep in the day and look for food at night.*
- Use **subordinating conjunctions** in the middle of sentences, *Badgers can dig well because they have sharp claws*
- Use **noun phrases** which inform, *sharp claws, black fur*
- Use **commas** to separate items in a list, *You will need flour, eggs, sugar and water.*
- Use **exclamation sentences** where appropriate, *What a fantastic time we all had!*

### Adverbials

First Firstly Next After Later

### Conjunctions

and but so or when  
if because

### Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **question mark**, *Did you know...?*
- Use **apostrophes** to mark possession, *A badger's home is underground*





# Writing Long Term Plan

## Whole School Genre Overview

### 2023-24

Lower Key Stage 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><a href="#">Writing to Inform</a> Informal Letters – The Day the Crayons Quit (Oliver Jeffers)</p> <p><a href="#">Writing to Entertain</a> Narrative (Warning)– The Minpins (Roald Dahl)</p>	<p><a href="#">Writing to Inform</a> Letters – to NGH</p> <p><a href="#">Writing to Inform</a> Non-chronological Report – Gruncher Newspaper Report (Model Text)</p>	<p><a href="#">Writing to Entertain</a> Narrative (Quest) – Knight’s Quest (Model text)</p> <p><a href="#">Writing to Entertain</a> Haiku Poems</p>	<p><a href="#">Writing to Inform</a> Newspaper Report / Diary– Cinderella of the Nile (Beverley Naidoo)</p> <p><a href="#">Writing to Entertain</a> Narrative (traditional tale) - Cinderella of the Nile (Beverley Naidoo)</p>	<p><a href="#">Writing to Entertain</a> Narrative (Suspense) – The Nightmare Man (Pie Corbett)</p> <p><a href="#">Writing to Entertain</a> List Poetry</p>	<p><a href="#">Writing to Inform</a> Diary Writing: Jungle Explorer- Saxon Boy (Model text).</p> <p><a href="#">Writing to Persuade</a> Persuasive Leaflet (Focus Text: The Tin Forest by Helen Ward)</p>
Year 4	<p><a href="#">Writing to Entertain</a> Poetry – The Lost Words (Robert Macfarlane &amp; Jackie Morris)</p> <p><a href="#">Writing to Entertain</a> Narrative (Character Changing Tale) – Wonder (R. J. Palacio)</p>	<p><a href="#">Writing to Inform</a> Newspaper Report – Shackleton’s Journey (William Grill)</p>	<p><a href="#">Writing to Entertain</a> Narrative (Finding Tale) – Tom’s Midnight Garden (Philippa Pearce)</p>	<p><a href="#">Writing to Persuade</a> Tourist Brochure (Focus Text: The Baker by the Sea by Paula White)</p> <p><a href="#">Writing to Entertain</a> Nonsense Poetry - Ning Nang Nong (Spike Milligan) Yesterday (Michael Rosen) Random Recipe (Kenn Nesbitt)</p>	<p><a href="#">Writing to Entertain</a> Narrative (Fantasy Tale) – Cursed Vase (Model Text)</p>	<p><a href="#">Writing to Inform</a> Explanation Text – How to Train Your Dragon (Cressida Cowell)</p> <p><a href="#">Writing to Entertain</a> Poetry: Haikus &amp; Tankas</p>

## Writing to persuade (LKS2)

### Text Types

- Advertising
- Letter
- Speech
- Poster

### Text Features

- Use of 2<sup>nd</sup> person
- Planned repetition
- Facts & Statistics
- Adjectives for positive description

### Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

### Grammar and Sentences

- Use **imperative** verbs to convey urgency,  
*Buy it today! Listen very carefully...*
- Use **rhetorical questions** to engage the reader,  
*Do you want to have an amazing day out?*
- Use **noun phrases** to add detail and description,  
*Our fantastic resort has amazing facilities for everyone*
- Use **relative clauses** to provide additional enticement  
*Our hotel, which has 3 swimming pools, overlooks a beautiful beach*

### Adverbials

Firstly Also In addition  
However On the other hand  
Therefore In conclusion

### Conjunctions

if because unless so  
and but even if when

### Punctuation Content

- Ensure use of **capital letters** for proper nouns
- Use **!** for rhetorical / exclamatory sentences
- Use **commas** to mark relative clauses
- Use **commas** to make fronted adverbials and subordinate clauses  
*After your visit, you won't want to leave.  
Once you've tasted our delicious sandwiches, you'll be coming back for more!*



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## Writing to inform (LKS2)

### Text Types

- Explanation
- Recount
- Letter
- Biography
- Newspaper article

### Text Features

- Paragraphs used to group related ideas
- Subheadings to label content

### Other Style Ideas

- May be built around a key image
- Use techniques to highlight key words (bold, underline, etc.)

### Grammar and Sentences

- Use **subordinating conjunctions** to join clauses, including as openers,  
*Although they have a fierce reputation, the Vikings weren't all bad.*
- Use **expanded noun phrases** to inform,  
*A tall dark-haired man was seen leaving the scene.*
- Use **commas** to separate adjectives in a list,  
*You will need flour, eggs, sugar and water.*
- Use **relative clauses** to add further detail  
*We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.*
- Begin to use **present perfect** tense to place events in time,  
*This week we have visited the Science Museum.*

### Adverbials

First Firstly Before After Later  
Soon Also In addition However

### Conjunctions

when before after while  
because if

### Punctuation Content

- Consolidate four main punctuation marks ( , ! ? )
- Use **capital letters** for proper nouns
- Use **commas** to mark fronted adverbials  
*After lunch, we went into the museum*
- Use **commas** to mark subordinate clauses  
*When he was a boy, Dahl did not like reading.*
- Use **inverted commas** for direct speech
- Use **bullet points** to list items



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## Writing to entertain (LKS2)

### Text Types

- Stories
- Descriptions
- Poetry
- Characters/settings

### Text Features

- Detailed description
- Use paragraphs to organize in time sequence

### Other Style Ideas

- Opportunities for comparing different forms of past tense (progressive and simple)

### Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs,  
*Without a sound... After a moment...*
- Use **expanded noun phrases** to add detail & description  
*...the dark gloomy cupboard under the stairs...*
- Use **subordinate clauses** to add detail or context  
*Although Theseus was scared, he prepared to enter the maze.*
- Use **nouns & pronouns** for clarity and cohesion  
*They crept into Minos's great labyrinth. Inside the maze...*

### Adverbials

Soon Meanwhile As...  
The next day... Later...  
Carefully Without a thought...

### Conjunctions

if when because while  
as until whenever once

### Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before **inverted commas**,  
*Mum asked, "Will you be home for tea?"*
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses
- May begin to use **dashes** for emphasis



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# Writing Long Term Plan

## Whole School Genre Overview

### 2023-24

Upper Key Stage 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><u>Writing to Entertain</u> Narrative – Epic Adventure Story (Focus Text: The Odyssey by Gillian Cross)</p> <p><u>Writing to Entertain</u> Spine Poetry – Xfilious</p>	<p><u>Writing to Persuade</u> Persuasion – Hawk Ridge Farm Park</p> <p><u>Writing to Inform</u> Formal Letters – hospital patients</p> <p><u>Writing to Entertain</u> Playscripts – A Christmas Without Carol</p>	<p><u>Writing to Entertain</u> Narrative (Warning Tale) – Kidnapped</p> <p><u>Writing to Discuss</u> Discussion Text (Focus Text: The Strange Case of Origami Yoda)</p>	<p><u>Writing to Entertain</u> Narrative (Wishing Tale) – One Chance</p> <p><u>Writing to Entertain</u> Narrative Poetry - Charlotte Bronte Mementos</p>	<p><u>Writing to Entertain</u> Novel Study &amp; Narrative– Beetle Boy (M. G Leonard)</p> <p><u>Writing to Inform</u> Newspaper Report – Framed (Frank Cottrell Boyce)</p>	<p><u>Writing to Inform</u> Autobiographies</p> <p><u>Writing to Entertain</u> Narrative (Creative Writing) – Way Home</p>
Year 6	<p><u>Writing to Inform</u> Suspense Text/ Recount – Usain Bolt. The Applause (Model Text)</p> <p><u>Writing to Entertain</u> Narrative – Fantastic Beasts. The Tree Giant (Model Text)</p> <p><i>Novel Study – A Place Called perfect</i></p>	<p><u>Writing to Inform</u> Explanation Text (Focus Text: The Tree Giant – model text)</p> <p><u>Writing to Inform</u> Newspaper Report – (Focus Text: The Man Who Walked Between the Towers by Mordicai Gerstein)</p> <p><u>Writing to Discuss</u> Discussion Text (Focus Text: Guardian Three Little Pigs Advert)</p>	<p><u>Writing to Entertain</u> Narrative – The Lighthouse (Video Stimulus)</p> <p><u>Writing to Entertain</u> Narrative (Flashback) – The Piano (Video Stimulus)</p>	<p><u>Writing to Inform</u> Biography (Focus Text: Clockwork by Philip Pullman)</p>	<p><u>Writing to Persuade</u> Persuasive Speech – I am the Ocean (Harrison Ford Speech)</p> <p><u>Writing to Persuade</u> Persuasive Letter – current theme</p>	<p><u>Writing to Inform</u> Report – Science Experiment</p> <p><i>Novel Study – Goodnight Mister Tom</i></p>

## Writing to inform (UKS2)

### Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

### Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

### Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

### Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,  
*The Polar Bear, although it is large, can move at great speed.*
- Use **expanded noun phrases** to inform,  
*...a tall dark-haired man with a bright-red cap...*
- Use **relative clauses** to add further detail  
*We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.*
- Begin to use **passive voice** to remain formal or detached,  
*The money was stolen from the main branch.*
- Begin to use **colons** to link related clauses,  
*England was a good country to invade: it had plenty of useful land.*

### Adverbials

Meanwhile At first After  
Furthermore Despite As a result  
Consequently Due to For example

### Conjunctions

when before after while  
because if although as

### Punctuation Content

- Use **brackets** or **dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets or dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons & semi-colons** to mark clauses



## Writing to entertain (UKS2)

### Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

### Text Features

- Detailed description
- Use paragraphs to organise in time sequence

### Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

### Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.  
*Although Theseus was scared, he prepared to enter the maze.*  
*Theseus, although he was scared, prepared to enter the maze.*
- Use **relative clauses** to add detail or context,  
*Amy grabbed the torch, which she'd strapped to her belt, quickly.*
- Use a wide range of sentence structures to add interest

### Adverbials

Meanwhile Later that day Silently  
Within moments All night Nearby  
Under the treetops Never before  
-ing openers -ed openers

### Conjunctions

if when because while  
as until whenever once  
since although unless rather

### Punctuation Content

- Use **brackets** for incidentals,  
*Amy saw Katie (her best friend) standing outside.*
- Use **dashes** to emphasise additional information,  
*The girl was distraught - she cried for hours.*
- Use **colons** to add further detail in a new clause,  
*The girl was distraught: she cried for hours.*
- Use **semi-colons** to join related clauses,  
*Some think this is awful; others disagree.*



## Writing to discuss (UKS2)

### Text Types

- Balanced argument
- Newspaper article
- Review

### Text Features

- Appropriate use of cohesive devices
- Use of subjunctive form where needed

### Other Style Ideas

- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

### Grammar and Sentences

- Use **modal** verbs to convey degrees of probability,  
*It could be argued... Some might say...*
- Use **relative clauses** to provide supporting detail  
*The rainforest, which covers almost a third of South America...*
- Use **adverbials** to provide cohesion across the text,  
*Despite its flaws... On the other hand...*
- Use **expanded noun phrases** to describe in detail  
*The dramatic performance by the amateur group was...*
- Begin to use **passive voice** to maintain impersonal tone,  
*The film was made using CGI graphics*

### Adverbials

Firstly Furthermore In addition  
However Nevertheless Therefore  
Consequently In conclusion

### Conjunctions

if because although unless  
since even if rather whereas  
in order to whenever whether

### Punctuation Content

- Use **brackets** or **dashes** for parenthesis, including for emphasis  
*This performance—the first by such a young gymnast—was a masterpiece!*
- Use **semi-colons** for to mark related clauses,  
*Some argue ... ; others say...*
- Use **commas** to mark relative clauses
- Use **colons** and **semi-colons** to punctuate complex lists



## Writing to persuade (UKS2)

### Text Types

- Advertising
- Letter
- Speech
- Campaign

### Text Features

- Use of 2<sup>nd</sup> person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

### Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

### Grammar and Sentences

- Use **imperative** and **modal** verbs to convey urgency,  
*Buy it today! This product will transform your life..*
- Use **adverbials** to convey sense of certainty,,  
*Surely we can all agree...?*
- Use **short sentences** for emphasis  
*This has to stop! Vote for change!*
- Use of the **subjunctive form** for formal structure  
*If I were you, I would...*

### Adverbials

Firstly Furthermore In addition  
However Nevertheless Therefore  
Consequently In conclusion

### Conjunctions

if because although unless  
since even if rather whereas  
in order to whenever whether

### Punctuation Content

- Use **?! for rhetorical / exclamatory sentences**
- Use **colons** and **semi-colons** to list features, attractions or arguments
- Use **brackets** or **dashes** for parenthesis, including for emphasis  
*This is our chance—our only chance—to make a difference.*
- Use **semi-colons** for structure repetition,  
*Bring your friends; bring your children; bring the whole family!*







# Bridgewater Writing – Programmes of Study & Progression

EYFS			
Grammar			
Word Structure	Sentence Structure	Text Structure	Punctuation
<p><b>Birth-Three</b></p> <ul style="list-style-type: none"> <li>Enjoy drawing freely.</li> <li>Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</li> <li>Make marks on their picture to stand for their name.</li> <li>Recognise words with the same initial sound such as money and mother.</li> </ul> <p><b>Three - Four</b></p> <ul style="list-style-type: none"> <li>Write some or all of their name.</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> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul> <p><b>ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters</b></p>	<p><b>Three- Four Years</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul> <p><b>ELG: Write simple phrases and sentences that can be read by others.</b></p>	<p><b>ELG: Write simple phrases and sentences that can be read by others.</b></p>	<p>Introduction to capital letters, full stops and finger spaces.</p>

EYFS Handwriting	Composition
<p><b>Birth – Three</b></p> <ul style="list-style-type: none"> <li>Develop manipulation and control. <b>PD.FMS.B-3</b></li> <li>Explore different materials and tools. <b>PD.FMS.B-3</b></li> <li>Copy finger movements and other gestures. <b>LIT B-3</b></li> <li>Make marks on a picture that stand for their name. <b>Lit B-3</b></li> </ul> <p><b>Three – Four</b></p> <ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and steamers, paint and make marks. <b>PD</b></li> <li>Use a comfortable grip with good control when holding pens and pencils. <b>PD FMS.3-b-3</b></li> <li>Show a preference for a dominant hand. <b>PD FMS.3-4</b></li> <li>Write some letters accurately <b>Lit - Reception</b></li> </ul> <p><b>Reception</b></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. <b>PD.FMS - Reception</b></li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient. <b>PD.FMS - Reception.</b></li> <li>Form lower case and capital letters correctly. <b>Lit Recep</b></li> </ul> <p><b>ELG: Write recognisable letters, most of which are correctly formed.</b></p> <p><b>ELG: Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG</b></p>	<p><b>Reception</b></p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p><b>ELG: Write simple phrases and sentences that can be read by others.</b></p>

YEAR 1 Grammar			
Word Structure	Sentence Structure	Text Structure	Punctuation
-Regular plural noun suffixes –s or –es, including the effects of these suffixes on the meaning of the noun. -Suffixes that can be added to verbs where no change is needed in the spelling of root words. -How the prefix un- changes the meaning of verbs and adjectives.	-How words can combine to make sentences. -Joining words and joining clauses using <i>and</i> .	Sequencing sentences to form short narratives.	Separation of words with spaces. Introduction and beginning to use: -capital letters (in all forms) -full stops, -question marks -exclamation marks

**Key Vocabulary:**  
 Word, Sentence, Letter, Capital letter, Full stop, Punctuation, Singular, Plural sentence, Question mark, Exclamation mark,

Handwriting	Composition
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-sit correctly at a table, holding a pencil comfortably and correctly</li> <li>-begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>-form capital letters</li> <li>-form digits 0-9</li> <li>-understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p><i>Handwriting requires frequent and discrete, direct teaching.</i></p> <p><i>Pupils should be able to form letters correctly and confidently.</i></p> <p><i>The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</i></p> <p><i>Left-handed pupils should receive specific teaching to meet their needs.</i></p>	<p><b><u>Write sentences by:</u></b></p> <ul style="list-style-type: none"> <li>-saying <b>out loud</b> what they are going to write about</li> <li>-composing a sentence orally before writing it</li> <li>-sequencing sentences to form short narratives</li> <li>-re-reading what they have written to check that it makes sense</li> <li>-<b>discuss</b> what they have written with the teacher or other pupils</li> <li>-<b>read aloud</b> their writing clearly enough to be heard by their peers and the teacher.</li> <li>-Leaving finger spaces</li> </ul> <p><i>At the beginning of Year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear</i></p>

Word Structure	Sentence Structure	Text Structure	Punctuation
-Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding -Formation of adjectives using suffixes such as <i>-ful, -less</i> -Use of suffixes <i>-er</i> and <i>-est</i> in adjectives and <i>-ly</i> to turn adjectives into adverbs.	-Subordination (using <i>when, if, that</i> or <i>because</i> ). -Coordination (using <i>or, and</i> or <i>but</i> ). -Expanded noun phrases for description and specification -How the grammatical patterns in a sentence indicate its function as a: statement, question, exclamation, command.	-The correct choice and consistent use of present tense verses past tense throughout writing. -Use of the progressive form of verbs in the present and past tense to mark actions in progress.	Use of: -Capital letters -Full stops -Question marks -Exclamation marks -Commas to separate items in a list -Apostrophes for contracted forms.

**Key Vocabulary:**

Verb, Adverb, Tense (past and present), Adjective, Noun, Noun phrase, Statement, Question, Exclamation, Command, Compound, Suffix, Apostrophe, Comma

Handwriting	Composition
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-form lower-case letters of the correct size relative to one another</li> <li>-start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>-write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>-use spacing between words that reflects the size of the letters.</li> </ul> <p><i>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</i></p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>-writing narratives about personal experiences and those of others (real and fictional)</li> <li>-writing about real events</li> <li>-writing poetry</li> <li>-writing for different purposes</li> </ul> <p><u>Pupils should be taught to <i>consider what they are going to write before beginning by:</i></u></p> <ul style="list-style-type: none"> <li>-planning or saying out loud what they are going to write about</li> <li>-writing down ideas and/or key words, including new vocabulary</li> <li>-encapsulating what they want to say, sentence by sentence</li> </ul> <p><u>Make simple additions, revisions and corrections to their own writing by:</u></p> <ul style="list-style-type: none"> <li>-evaluating their writing with the teacher and other pupils</li> <li>-re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>-proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> <li>-read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> <p><i>Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</i></p>

Word Structure	Sentence Structure	Text Structure	Punctuation
Formation of nouns using a range of prefixes -Use of the forms <u>a</u> and <u>an</u> according to whether the next word begins with a consonant or a vowel -Word families based on common words, showing how words are related in form and meaning	Expressing time and cause using: -conjunctions -adverbs -prepositions	-Introduction to paragraphs (Pg. 48 U8) -Headings and sub-headings (Pg 42 U5) -Use of the present perfect form of verbs instead of the simple past ( <i>e.g. He has gone out to play</i> contrasted with <i>He went out to play</i> ).	Introduction to inverted commas to punctuate direct speech (Pg 40 U4, Pg 64 U 16)

**Key Vocabulary:**

Word family, Conjunction, Preposition, Direct speech, Inverted commas (or 'speech marks' – use both interchangeably), Prefix, Consonant, Consonant letter vowel, Vowel letter, Clause, Subordinate clause

Handwriting	Composition
Pupils should be taught 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 -increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <i>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</i>	<u>Pupils should be taught to plan their writing by:</u> -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 <u>draft and write by:</u> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) -organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organisational devices such as headings and sub-headings <u>evaluate and edit by:</u> -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences -proof-read for spelling and punctuation errors -read 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. <i>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</i>

**YEAR 4**

**Grammar**

Word Structure	Sentence Structure	Text Structure	Punctuation
<p>-The grammatical difference between plural and possessive –s Pg 54 U11</p> <p>-Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>). Pg 74 U20 &amp; P76 U21</p>	<p>-Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>-Fronted adverbials Pg 80 U23</p>	<p>-Use of paragraphs to organise ideas around a theme Pg 84 U25 &amp; Pg 92 U29</p> <p>-Appropriate choice of pronoun Pg 62 U15 or noun within and across sentences to aid cohesion and avoid repetition Pg 1145 U39.</p>	<p>-Use of inverted commas and other <b>punctuation</b> to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas Pg 108 U36</p> <p>-Apostrophes to mark singular and <b>plural</b> possession (e.g. the girl's name, the boys' boots). Pg 88 U27</p> <p>-Use of commas after fronted <b>adverbials</b></p>

**Key Vocabulary:** Determiner, Pronoun, Possessive pronoun, Adverbial

Handwriting	Composition
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-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</li> <li>-increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> <p><i>Pupils should be using joined handwriting throughout their independent writing.</i></p> <p><i>Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</i></p>	<p><u>Pupils should be taught to plan their writing by:</u></p> <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-discussing and recording ideas</li> </ul> <p><u>draft and write by:</u></p> <ul style="list-style-type: none"> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Grammar appendix)</li> <li>-organising paragraphs around a theme</li> <li>-in narratives, creating settings, characters and plot</li> <li>- in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul> <p><u>evaluate and edit by:</u></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>-proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>-proof-read for spelling and punctuation errors</li> <li>-read 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.</li> </ul> <p><i>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</i></p>

<b>Word Structure</b>	<b>Sentence Structure</b>	<b>Text Structure</b>	<b>Punctuation</b>
-Converting nouns or adjectives into verbs using suffixes (Pg 94 U30) -Verb prefixes	-Relative clauses beginning with <i>who, which, where, why or whos, that</i> , or an omitted relative pronoun. (Pg 135 U47) -Indicating degrees of possibility using modal verbs Pg 142 U51 or adverbs.	-Devices to build cohesion within a paragraph. Pg 112 U38 -Linking ideas across paragraphs using adverbials of time, place and number.	-Brackets, dashes or commas to indicate parenthesis -Use of commas to clarify meaning or avoid ambiguity

**Key Vocabulary:** Relative clause, Modal verb, Relative pronoun, Parenthesis, Bracket, Dash, Cohesion, Ambiguity,

<b>Handwriting</b>	<b>Composition</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-write legibly, fluently and with increasing speed by:                             <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> </ul> </li> <li>-choosing the writing implement that is best suited for a task.</li> </ul> <p><i>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</i></p>	<p>-Writing to affect the reader. <b><i>Writing as a reader and reading as a writer!</i></b></p> <p><u>Pupils should plan their writing by:</u></p> <ul style="list-style-type: none"> <li>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> <li>-in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> </ul> <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-précising longer passages</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul> <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>-proof-read for spelling and punctuation errors</li> <li>-perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> <p><i>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</i></p>

**YEAR 6** **Grammar**

Word Structure	Sentence Structure	Text Structure	Punctuation
<p>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Pg 102 U33, Pg 138 U49</p> <p>-How words are related by meaning as synonyms and antonyms</p>	<p>-Use of passive voice Pg 128 U45 &amp; Pg 136 U48 to affect the presentation of information in a sentence.</p> <p>-The different between structures typical of informal speech and structures for formal speech and writing (such as use of question tags, or use of subjunctive forms)</p>	<p>Linking ideas across paragraphs Pg. 144 U52 using a wider range of cohesive devices:</p> <p>-Repetition of a word or phrase</p> <p>-Grammatical connections</p> <p>-ellipsis</p> <p>Layout devices such as: headings, subheadings, columns, bullets, tables.</p>	<p>-Use of the semi-colon, colon and dash.</p> <p>Use of colon to introduce a list and use of semi-colon within lists.</p> <p>-Punctuation of bullet points.</p> <p>-How hyphens can be used to avoid ambiguity.</p>

**Key Vocabulary:** Active, Passive, Subject, Object, Hyphen, Synonym, Antonym, Ellipsis, Colon, Semi-colon, Bullet points

**Handwriting** **Composition**

<p>Pupils should be taught to:</p> <p>-write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>-choosing the writing implement that is best suited for a task.</li> </ul> <p><i>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</i></p>	<p>-Writing to affect the reader. <b><i>Writing as a reader and reading as a writer!</i></b></p> <p><u>Pupils should plan their writing by:</u></p> <ul style="list-style-type: none"> <li>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> <li>-in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> </ul> <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-precising longer passages</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>-proof-read for spelling and punctuation errors</li> <li>-perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> <p><i>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</i></p>
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