

Whinfield Primary School - Long Term Plan for Writing

Intent:	<p>The Writing curriculum has been planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. The curriculum has been reviewed in light of the context of the children at Whinfield Primary School. The content taught has been identified as the most useful and addresses the gaps in knowledge and skills that have been identified across the whole school community. Staff have been consulted with in regard to the adaptations needed post COVID. All staff are aware of how the curriculum in Writing is sequenced. Staff knowledge of Writing is kept up to date through quality CPD and regular monitoring of staff views ensures all CPD is tailored appropriately. Disadvantaged and SEND pupils have equality of access and opportunity.</p>		
Implementation:	<p>Writing is taught every day. We use writing as a vehicle in other subjects. Teachers ensure that each writing session starts with a recap of knowledge and skills in order to use what the children already know as a basis on which to build new knowledge and skills. There is a clear focus on key vocabulary. Misconceptions are addressed as teachers check prior knowledge and help children to embed what they know. The application of knowledge and skills is integrated into the Writing curriculum and being able to connect key learning in other subjects is always encouraged when the opportunity arises. Effective use of assessment ensures that next steps are accurately planned for. Teachers are consulted as to the order of teaching and adaptations are made to the Writing curriculum as and when appropriate based on teacher feedback.</p>		
Impact:	<p>The Writing curriculum is well constructed. Children are taught Writing in a planned and regular way ensuring they learn all that they need to know in Writing. Pupils are seen to be knowing more and remembering more so that knowledge is committed to long term memory. Application of skills has improved. Pupils are ready to move onto their next stage of education. Leaders at all levels check how well pupils are doing through lesson visits, work scrutinies and talking to both staff and pupils to ensure pupils are benefitting from the way Writing is taught in school. Disadvantaged and SEND pupils acquire the knowledge they need in order to move onto the next stage.</p>		
	Autumn	Spring	Summer
Reception	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

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	<p>appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <ul style="list-style-type: none"> Name recognition Writing letter sounds that are familiar to them ie. Those in their name. Read individual letters by saying the sounds for them. Forming letters in own name correctly. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read words consistent with their phonic knowledge by sound-blending. Understand the use of finger spaces and when to use them. Read simple phrases made up of words with known letter-sound correspondences. Read Phase 2 Tricky Words. Write recognisable letters, most of which are correctly formed. <p>Provision</p>	<p>Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <ul style="list-style-type: none"> Read and write a range of phase 3 sounds. Read words consistent with their phonic knowledge by sound-blending. Read simple phrases made up of words with known letter-sound correspondences. Begin to read aloud simple sentences and books that are consistent with their phonic knowledge. Spell words by identifying the sounds and then writing the sound with letter/s. Write simple phrases that can be read by others. Writing of Phase 2 Tricky Words Reading of Phase 3 Tricky Words. Say a sound for each letter in the alphabet and at least 10 digraphs. 	<p>Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Form lower-case and capital letters correctly and on the line. Begin to write short sentences with words with known sound-letter correspondences with a capital letter and a full stop. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words. Reading and Writing of Phase 2 and Phase 3 Tricky Words 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. Form lower-case and capital letters correctly and on the line. Read aloud simple sentences and books that are consistent with
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	<p>All areas of provision have writing opportunities. All areas of provision are clearly labelled with words to support reading. Reading and Writing enhancements added across the term linked to phonics phase. Sounds and words clearly displayed around room. Displays to showcase and celebrate reading and writing during provision.</p> <p>Specific areas of provision linked to Literacy: <u>Reading Area</u>- cosy area with books relating to topics as well as some well known stories that children may be familiar with from home. <u>Writing Area</u>- paper, coloured paper, pencils with grips, coloured pencils, think pens, thick crayons <u>Phonics Area</u>- changed weekly to relate to phonics teaching.</p> <p>Practitioner role Teaching of Literacy Skills and Phonics. Promoting a love of stories and reading! Encouraging children to label everything with their name. Model writing using our Whinfield preferred handwriting style. Model writing on lines. Plan suitable next steps from observations (eg, made a model in Lego, encourage children to label with their name.)</p> <p>Intervention sessions for those who require additional support include:</p>	<ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge. • Form lower-case and capital letters correctly and on the line. • Write simple phrases and captions that can be read by others. • Reading and Writing of Phase 2 and Phase 3 Tricky Words. <p>Provision All areas of provision have writing opportunities. All areas of provision are clearly labelled with words to support reading. All areas of provision have non-fiction books within them as well as signs and labels. Reading and Writing enhancements added across the term linked to phonics phase. Sounds and words clearly displayed around room. Sound and tricky word mats in all areas to promote independence. Displays to showcase and celebrate reading and writing during provision.</p> <p>Specific areas of provision linked to Literacy: <u>Reading Area</u>- cosy area with books relating to topics as well as some well known stories that have been shared across the year. Story sacks and story props introduced within this area. Reading scheme books labelled with children colour group to match ability for independent reading. <u>Writing Area</u>- paper, coloured paper, pencils with grips, coloured pencils, pens, gel pens, lined paper, phonic sheets/tasks, rubbers, sharpeners, envelopes. Post it notes, rulers etc. <u>Phonics Area</u>- changed weekly to relate to phonics teaching.</p>	<p>their phonic knowledge, including some tricky words.</p> <ul style="list-style-type: none"> • Reading of Phase 4 Tricky Words. <p>Provision All areas of provision have writing opportunities. All areas of provision are clearly labelled with words to support reading. All areas of provision have non-fiction books within them as well as signs and labels. Reading and Writing enhancements added across the term linked to phonics phase. Sounds and words clearly displayed around room. Sound and tricky word mats in all areas to promote independence. Displays to showcase and celebrate reading and writing during provision.</p> <p>Specific areas of provision linked to Literacy: <u>Reading Area</u>- cosy area with books relating to topics as well as some well known stories that have been shared across the year. Story sacks and story props introduced within this area. Reading scheme books labelled with children colour group to match ability for independent reading. <u>Writing Area</u>- paper, coloured paper, pencils with grips, coloured pencils, pens, gel pens, lined paper, phonic sheets/tasks, rubbers, sharpeners, envelopes. Post it notes, rulers etc. <u>Phonics Area</u>- changed weekly to relate to phonics teaching.</p>
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	<p>Name writing Pencil grip support Fine/gross motor Targeted support during provision</p>	<p>with from home. Story sacks and story props introduced within this area. <u>Writing Area</u>- paper, coloured paper, pencils with grips, coloured pencils, pens, crayons, lined paper, phonic sheets/tasks, rubbers, sharpeners, envelopes. <u>Phonics Area</u>- changed weekly to relate to phonics teaching.</p> <p>Introduction of Ron the Reading Rat who loves to read!</p> <p>Practitioner role Teaching of Literacy Skills and Phonics. Promoting a love of stories and reading! Encouraging children to label everything with their name. Model writing using our Whinfield preferred handwriting style. Model writing on lines. Plan suitable next steps from observations (eg, made a model in Lego, encourage children to label with a word or caption).</p> <p>Interventions for those who require addition support include: Targeted support during provision. Name writing, pencil grip, fine/gross motor, Launchpad to Literacy. Extra 1:1 reading.</p>	<p>Practitioner role Teaching of Literacy Skills and Phonics. Promoting a love of stories and reading! Encouraging children to label everything with their name. Model writing using our Whinfield preferred handwriting style. Model writing on lines. Plan suitable next steps from observations (eg, made a model in Lego, encourage children to label with a sentence). Introduction of voting system for story time</p> <p>interventions for those who require addition support include: Targeted support during provision. Name writing, pencil grip, fine/gross motor, Launchpad to Literacy. Extra 1:1 reading.</p>
Key Vocabulary	Home vocabulary (house, garden, roof, chimney etc.) Family names	Emergency Help Uniform Job	Imagination, story, fiction, non-fiction, traditional, tale, information, Once upon a time, Happily ever after, setting, characters, title. Blurb, Author, illustrator

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	<p>School vocabulary (cloakroom, toilet, classroom, aprons etc.)</p> <p>Town vocabulary (street, roads, busy, traffic etc.)</p> <p>Autumn (leaves, tree, hibernation, season, Harvest, senses etc.)</p> <p>Anti-Bullying- Kindness, friendship, bully etc.</p> <p>Diwali- Celebration, diwa lamp, festival etc.</p> <p>Fireworks, sparkler, safety etc.</p> <p>Winter- seasons, frost, freezing/melting etc.</p> <p>Christmas vocabulary- Jesus, Mary, carpenter, angel, frankincense, gold, myrrh, manger etc.</p>	<p>Vocabulary linked to each profession.</p> <p>Building on town, street and intro of city, society etc.</p> <p>Spring - season, grow, changing, senses</p> <p>Grow, plant, roots, leaves, life-cycle, soil, vegetables, caterpillar, egg, chrysalis, cocoon, butterfly, antenna, nectar pollen, honey, hive, colonies</p> <p>Farm vocab - animals and their babies, tractor, sow, field, crops, animals, supermarket</p>	<p>Summer- temperature, sun hat, cream, sunbathe, burn etc.</p> <p>Planet, earth country, city, town, travel, climate, culture, habitats, animals</p> <p>Plastic, recycle, ocean, sea, impact, climate change, sea creatures.</p>
Year 1	<p>Becoming independent writers using our phonic knowledge.</p> <p>Non-fiction Instructions - Jam Sandwich</p> <p>Story writing - Billy Goats Gruff</p> <p>Re-count - Christmas Story</p> <p>Non-Fiction - linked to History Topic - Toys</p> <p>Letter writing - Letter to Santa</p>	<p>Story writing -The Dirty Great Dinosaur - Martin Waddell</p> <p>Biography - Mary Anning - Female Palaeontologist</p> <p>Letter writing - Dear Dinosaur by Chae Strathie</p> <p>What is a Question - Andy the Dinosaur Expert that works at the National History Museum - Emails</p> <p>Character description - Class Three all at Sea - Pirates</p>	<p>Non-fiction - Tourist Information Leaflet - Linked to Geography - The united Kingdom</p> <p>Story writing - George and The Dragon</p> <p>Using Time conjunctions - Hamish the Highland Cow</p> <p>Re-count - Barnaby Bear visits Edinburgh</p> <p>Using Conjunctions - Fin McColl- The Giant's Causeway</p> <p>Book reviews- Using our favourite books</p> <p>Character description - Beatrix Potter - Peter Rabbit - Linked to History</p> <p>Story writing - tom Kitten</p> <p>Letter writing - Click Clack Moo Cow That Type</p> <p>Instructions - Silly Billy - Anthony Browne</p> <p>Non-fiction - information booklet - Mini-beasts - Liked to science.</p>
Key vocabulary	Capital letter, full stop, proper noun, adjective, phoneme, grapheme	Question mark, exclamation mark, suffix	Consolidate vocab from autumn and spring term
Prior learning	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and

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	introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Year 2	<p>Fiction - Elmer story writing</p> <p>Recount Fiction - Tiger Child.</p> <p>Letter writing - The Whale and the Snail</p> <p>Recounts</p> <p>Fiction - How Rabbit Stole Fire.</p> <p>Non-Fiction Writing - linked to science work (Materials)</p> <p>Easter writing</p> <p>Instructions Writing - How to Turn a Teacher into a Frog</p> <p>Handwriting Practice</p>	<p>Recount linked to science.</p> <p>Non - Fiction linked to History topic.</p> <p>Instructions Writing - How to Turn Your Teacher into a Frog</p> <p>Poetry - I like... I Want to Paint a Rainbow</p> <p>Fiction - Falling Down a Hole</p> <p>Handwriting Practice</p>	<p>Fiction - Magic Paintbrush. Shrinking story The Twits - character descriptions and setting Describing a setting (Pobble pic) Handa's surprise - writing descriptive sentences to match the pic of the story</p> <p>Poetry Tongue Twisters/Riddles I like... Senses Poem I Want to Paint... Rainbow Poem</p> <p>Non-Fiction - writing about Nairobi Writing about First Aid Mini-beast facts Kenya facts writing instructions for a Puppet</p> <p>Handwriting Practice</p>
Key vocabulary	Narrative, full stop, capital letter, phoneme, grapheme	Question mark, coordination conjunction, subordination conjunction, tense, edit, suffix	Consolidate vocab from autumn and spring term
Prior learning	<p><u>Working towards in Year 1</u></p> <ul style="list-style-type: none"> To use a capital letter at the beginning of a sentence. 	<p><u>Working towards in Year 1</u></p> <ul style="list-style-type: none"> To use a capital letter at the beginning of a sentence. 	<p><u>Working at the expected level at Year 1 meeting all of the objectives below</u></p> <ul style="list-style-type: none"> To use a question mark

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- To use a full stop at the end of a sentence
- To use capital letters for proper nouns
- To use the personal pronoun 'I'
- To use adjectives to describe nouns.
- To use simple sentence structures which may be repetitive.
- To form lowercase/capital letters in the correct direction starting and finishing in the right place
- To leave finger spaces between words
- Spell the **some** of the first 100 words correctly
- To spell **some** words containing previously taught phonemes accurately.

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- Spell the **some** of the first 100 words correctly
- To spell **some** words containing previously taught phonemes accurately.

Working at the expected level at

Year 1

Meeting some of the objectives

below..

- To use a question mark
- To use an exclamation mark
- To join words using 'and'
- To use 'but' or 'because' to connect ideas

- To use an exclamation mark
- To join words using 'and'
- To use 'but' or 'because' to connect ideas
- To begin to use a wider variety of sentence openers such as first, next, after that
- To write using appropriate features for the text type.
- To edit their writing to check it makes sense and suggest changes to improve.
- To form lowercase/capital letters in the correct direction starting and finishing in the right place
- Spell the **vast majority** of the first 100 words correctly
- To use 's' and 'es' to form regular plurals correctly.
- To add the suffixes 'ing', 'ed' and 'er' 'est' to root words

Working at Greater depth level at

Year 2. Some children will be able to..

- To write sentences to create short narrative and non-fiction texts that are consistent in their features and purpose.

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		<ul style="list-style-type: none"> To begin to use a wider variety of sentence openers such as first, next, after that To write using appropriate features for the text type. To edit their writing to check it makes sense and suggest changes to improve. To form lowercase/capital letters in the correct direction starting and finishing in the right place Spell the vast majority of the first 100 words correctly To use 's' and 'es' to form regular plurals correctly. To add the suffixes 'ing', 'ed' and 'er' 'est' to root words 	<ul style="list-style-type: none"> To make appropriate topic/subject matter vocabulary choices. To reread their writing to check that it makes sense and independently make changes. To use adjectives to describe To use simple and compound sentence structures. Question marks Exclamation marks Capital letters demarcate sentences as well as proper nouns, days of the week and the personal pronoun 'I' Full stops to end sentences To form lowercase/capital letters in the correct direction, starting and finishing in the right place with appropriate finger spaces.
Year 3	Recount- All about Me Character Description Setting Description Instructional writing- How to wash a Woolly mammoth	Diary Entry Adventure story writing The Black Hat (Literacy Shed) Non chronological report Egyptians Poetry- plants, growth, springtime.	Writing speech Story writing- Myths and Legends Persuasive Travel report on the Northeast.
Key vocabulary	Capital letter, full stop, question mark, commas, genre, conjunctions, prepositions, tense, nouns, pronouns, compound sentence, complex sentence, edit	Inverted commas, apostrophe for omission, apostrophe for possession, noun phrase, paragraph, subordinate, clause, similes, homophones.	Consolidation of autumn and spring term.
Prior learning	<u>Working towards in Year 2</u>	<u>Working towards in Year 2</u>	<u>Working at the expected level at Year 2</u> <u>Meeting all of the objectives below..</u>

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	<ul style="list-style-type: none"> • To write sentences that are sequenced to form a short narrative (real or fictional) • To demarcate some sentences with capital letters and full stops • To segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • To spell some common exception words* • To form lower-case letters in the correct direction, starting and finishing in the right place • To form lower-case letters of the correct size relative to one another in some of their writing • To use spacing between words 	<ul style="list-style-type: none"> • To write sentences that are sequenced to form a short narrative (real or fictional) • To demarcate some sentences with capital letters and full stops • To segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • To spell some common exception words* • To form lower-case letters in the correct direction, starting and finishing in the right place • To form lower-case letters of the correct size relative to one another in some of their writing • To use spacing between words <p><u>Working at the expected level at Year 2 Meeting some of the objectives below..</u></p> <ul style="list-style-type: none"> • To write simple, coherent narratives about personal experiences and those of others (real or fictional) • To write about real events, recording these simply and clearly 	<ul style="list-style-type: none"> • To write simple, coherent narratives about personal experiences and those of others (real or fictional) • To write about real events, recording these simply and clearly • To demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • To use present and past tense mostly correctly and consistently • To use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • To segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • To spell many common exception words* • To form capital letters and digits of the correct size, orientation and relationship to
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		<ul style="list-style-type: none"> • To demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • To use present and past tense mostly correctly and consistently • To use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • To segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • To spell many common exception words* • To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • To use spacing between words that reflects the size of the letters. 	<p>one another and to lower-case letters</p> <ul style="list-style-type: none"> • To use spacing between words that reflects the size of the letters. <p><u>Working at Greater depth level at Year 2. Some children will be able to..</u></p> <ul style="list-style-type: none"> • To write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • To make simple additions, revisions and proof-reading corrections to their own writing • To use the punctuation taught at key stage 1 mostly correctly. • To spell most common exception words* • To add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)* • To use the diagonal and horizontal strokes needed to join some letters.
Year 4	Videos - as stimulus for writing: Something fishy, Marshmallow & The Ridge	Videos - as stimulus for writing: Invasions! Non-Fiction Writing: Europe, States of matter	Videos - as stimulus for writing: Adventures are the Pits & Ride of Passage; Poetry- water/sea poems

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	<p>Poetry - Christmas poems</p> <p>Non-Fiction Writing: Roman Army Fact File</p> <p>Fiction writing: Something Fishy Retell; Marshmallow Setting, Character description, Retell & The Ridge - Write about a bike ride</p>	<p>Fiction writing: Escape from Pompeii & Invasions imaginative writing</p>	<p>Non-Fiction writing - Animal habitats/conservation</p> <p>Fiction writing: The Black Hat, Adventures are the Pits & Ride of Passage</p>
Key vocabulary	Full stop, capital letter, apostrophe for possession, apostrophe for omission, genre, preposition, noun phrase, paragraphs, fronted adverbials, edit, subordinate, clause, pronouns	Exclamation mark, question mark, commas, list, genre, tense, cohesion, coordinated conjunctions, subordinated conjunctions, amendments, homophones, Smilies, verb agreement	Consolidation of autumn and spring term.
Prior learning	<p><u>Working towards in Year 3</u></p> <ul style="list-style-type: none"> To use capital letters to start sentences, for some proper nouns, days, months and personal pronoun 'I' To use full stops appropriately To use exclamation marks To use question marks To use commas in a list To use some appropriate features for the genre of writing To use conjunctions such as, when, before, after, while, so , because To use prepositions To use the correct tense (verbs) To use appropriate nouns and pronouns To sometimes use compound and complex sentences To make appropriate word choices for the text type 	<p><u>Working towards in Year 3</u></p> <ul style="list-style-type: none"> To use capital letters to start sentences, for some proper nouns, days, months and personal pronoun 'I' To use full stops appropriately To use exclamation marks To use question marks To use commas in a list To use some appropriate features for the genre of writing To use conjunctions such as, when, before, after, while, so , because To use prepositions To use the correct tense (verbs) To use appropriate nouns and pronouns To sometimes use compound and complex sentences 	<p><u>Working at the expected level at Year 3</u></p> <p><u>Meeting all of the objectives below..</u></p> <ul style="list-style-type: none"> To use inverted commas to punctuate direct speech To use apostrophes for omission To use apostrophes for possession To use 'a' and 'an' correctly To consistently use appropriate features for the genre of writing To use adverbs and prepositions to show time, place and cause To expand noun phrases using adjectives To use paragraphs - organised around a theme To use subordinate clauses To use similes

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	<ul style="list-style-type: none"> • To proof read their own work for errors and make simple improvements with support • To spell some Year 3 common exception words • Use the diagonal and horizontal strokes that are needed to join letters and begin to join some of their writing. 	<ul style="list-style-type: none"> • To make appropriate word choices for the text type • To proof read their own work for errors and make simple improvements with support • To spell some Year 3 common exception words • Use the diagonal and horizontal strokes that are needed to join letters and begin to join some of their writing. <p><u>Working at the expected level at Year 3</u></p> <p><u>Meeting some of the objectives below..</u></p> <ul style="list-style-type: none"> • To use inverted commas to punctuate direct speech • To use apostrophes for omission • To use apostrophes for possession • To use 'a' and 'an' correctly • To consistently use appropriate features for the genre of writing • To use adverbs and prepositions to show time, place and cause • To expand noun phrases using adjectives 	<ul style="list-style-type: none"> • To spell and use homophones correctly e.g. which/witch, there/their/they're • To proof read their own work for errors and make improvements • To make ambitious word choices • To spell most Year 3 common exception words spelt correctly. • To use joined cursive handwriting <p><u>Working at Greater depth level at Year 3. Some children will be able to..</u></p> <ul style="list-style-type: none"> • To plan and write with an understanding of purpose and audience • To make deliberate and ambitious words choices to add detail, effect and engage the reader • To maintain the correct tense (including present perfect) • To punctuate direct speech accurately • To use subordinate clauses sometimes changing the position of the subordinate clause
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		<ul style="list-style-type: none"> • To use paragraphs - organised around a theme • To use subordinate clauses • To use similes • To spell and use homophones correctly e.g. which/witch, there/their/they're • To proof read their own work for errors and make improvements • To make ambitious word choices • To spell most Year 3 common exception words spelt correctly. • To use joined cursive handwriting 	<ul style="list-style-type: none"> • To use a range of coordinating and subordinating conjunctions • To spell many of the Year 3 common exception words • To use joined cursive handwriting
Year 5	<p>Journey - writing the narrative to accompany the picture book, writing a new adventure.</p> <p>Around the world in 80 Days - description of a setting.</p> <p>The Saga of Biorn - story openings, a retell of the story, descriptions of Viking village and Vikings. Biorn the Viking Voice over</p> <p>How to train a Dragon - instructions, design your own dragon and write a description.</p>	<p>23 degrees 5 minutes video clip - write a diary entry in character</p> <p>The Highwayman - write letters in character, write an alternative ending, audio news bulletin, write newspaper report.</p>	<p>The Wreck of the Zanibar - character portrait, report on turtles, newspaper report, diary entry.</p> <p>Boy in the Tower - fact files, letter in character, alternative viewpoint</p>
Key vocabulary	Capital letter, full stop, exclamation marks, inverted commas, apostrophe for omission, apostrophe for possession, paragraphs, tense, subject/verb	Brackets, dashes, commas, parenthesis, colons, pronouns, metaphors, modal verbs, dialogue	Consolidation of vocab from the autumn and spring term

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	agreement. Cohesive devices, conjunctions, figurative language, similes, alliteration		
Prior learning	<p><u>Working towards in Year 4</u></p> <ul style="list-style-type: none"> To use capital letters, full stops, exclamation marks and question marks To use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas. To use apostrophes to indicate possession and omission To use apostrophes for singular possession and plural possession. To use some appropriate features for the genre of writing To use prepositions to express time and cause To expand noun phrases using adjectives and prepositions To use paragraphs ensuring they are organized around a theme To use fronted adverbials (e.g. Later that day, I heard about the bad news) To proof read their own work for errors, make simple improvements with support To use subordinate clauses To use appropriate pronouns to avoid repetition 1. Handwriting: Increase the legibility, consistency and quality of handwriting To spell some Y3/4 words correctly 	<p><u>Working towards in Year 4</u></p> <ul style="list-style-type: none"> To use capital letters, full stops, exclamation marks and question marks To use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas. To use apostrophes to indicate possession and omission To use apostrophes for singular possession and plural possession. To use some appropriate features for the genre of writing To use prepositions to express time and cause To expand noun phrases using adjectives and prepositions To use paragraphs ensuring they are organized around a theme To use fronted adverbials (e.g. Later that day, I heard about the bad news) To proof read their own work for errors, make simple improvements with support To use subordinate clauses To use appropriate pronouns to avoid repetition 	<p><u>Working at the expected level at Year 4</u> <u>Meeting all of the objectives below..</u></p> <ul style="list-style-type: none"> To consistently use capital letters, full stops, question marks, exclamation marks, speech punctuation, commas in a list To begin to use commas to mark clauses To use fronted adverbials and demarcate with commas consistently To use singular possession and plural possession apostrophes with accuracy. To consistently use appropriate features for the genre of writing To maintain tense throughout a piece. To use nouns and pronouns effectively to aid cohesion and avoid repetition To use co-ordinating and subordinating conjunctions To consistently use paragraphs organised around a theme To proof read own work making clear and accurate amendments. To spell most Y3/4 words correctly To spell homophones correctly To spell words correctly using:the prefixes: <i>sub,inter,super,anti,auto</i>the

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		<p>2. Handwriting: Increase the legibility, consistency and quality of handwriting</p> <ul style="list-style-type: none"> To spell some Y3/4 words correctly <p><u>Working at the expected level at Year 4</u> <u>Meeting some of the objectives below..</u></p> <ul style="list-style-type: none"> To consistently use capital letters, full stops, question marks, exclamation marks, speech punctuation, commas in a list To begin to use commas to mark clauses To use fronted adverbials and demarcate with commas consistently To use singular possession and plural possession apostrophes with accuracy. To consistently use appropriate features for the genre of writing To maintain tense throughout a piece. To use nouns and pronouns effectively to aid cohesion and avoid repetition To use co-ordinating and subordinating conjunctions To consistently use paragraphs organised around a theme To proof read own work making clear and accurate amendments. To spell most Y3/4 words correctly 	<p>suffixes: <i>-ation, ly, -sure, sion, -ous, tion, sion, ssion, cian</i></p> <ul style="list-style-type: none"> Handwriting: consistently joined correctly <p><u>Working at Greater depth level at Year 4. Some children will be able to..</u></p> <ul style="list-style-type: none"> To use all punctuation consistently and accurately To consistently use commas to mark clauses To write narratives that are well structured and well-paced. To proof own and others' work making clear and accurate amendments consistently. To create a more detailed setting, characters and plot to fully engage the reader consistently using similes and ambitious word choices To consistently organise paragraphs around a theme and aid cohesion within paragraphs. Always maintain tense. To ensure correct subject and verb agreement

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		<ul style="list-style-type: none"> To spell homophones correctly To spell words correctly using the prefixes: <i>sub, inter, super, anti, auto</i> the suffixes: <i>-ation, ly, -sure, sion, -ous, tion, sion, ssion, cian</i> Handwriting: consistently joined correctly 	
Year 6	Based on <i>Why the Whales Came</i> : Setting description, informal letter, dialogue and narrative between characters	Newspaper report (<i>Why the Whales Came</i>) Informative leaflet based on the Isles of Scilly (<i>Why the Whales Came</i>) Character description based on the film clip 'Pandora'	Dialogue and narrative based on the film clip 'Home Sweet Home' Narrative recount of the film clip 'Alma' Debate/persuasive text relating to current topic
Key Vocabulary	Paragraphs, similes, alliteration, headings, subheadings, bullet points, capital letters and full stops, question mark, exclamation mark, commas, apostrophes for omission and possession.	Atmosphere, metaphors, similes, alliteration, persuasive language, dialogue, contractions, passive verbs, modal verbs, cohesive, pronouns, synonyms, adverbials, verb tense, brackets, parenthesis, dash, hyphen, semi-colon	Consolidation of autumn and spring terms.
Prior learning	<p><u>Working towards in Year 5</u></p> <ul style="list-style-type: none"> To consistently use capital letters, full stops, question marks, exclamation marks, speech punctuation, commas in a list To use apostrophes for possession and omission To ensure writing is well structured with sentences clearly organised To consistently use the correct tense throughout the piece of writing To ensure the correct subject and verb agreement To use a range of adverbs to indicate degrees of possibility To use cohesive devices for time and place (adverbials) To begin to build cohesion using a range of conjunctions to introduce scenes/link 	<p><u>Working towards in Year 5</u></p> <ul style="list-style-type: none"> To consistently use capital letters, full stops, question marks, exclamation marks, speech punctuation, commas in a list To use apostrophes for possession and omission To ensure writing is well structured with sentences clearly organised To consistently use the correct tense throughout the piece of writing To ensure the correct subject and verb agreement To use a range of adverbs to indicate degrees of possibility To use cohesive devices for time and place (adverbials) To begin to build cohesion using a range of conjunctions to introduce 	<p><u>Working at the expected level at Year 5</u> <u>Meeting all of the objectives below.</u></p> <ul style="list-style-type: none"> To consistently punctuate writing as above, as well as brackets, dashes and commas for parenthesis and colons for lists To use commas to clarify meaning or avoid ambiguity with increasing accuracy To use relative clauses beginning with a variety of relative pronouns (<i>who, which, where, when, whose, that</i>) To consistently and accurately build cohesion using a range of conjunctions to introduce scenes/link events and indicate changes in time or place. To use figurative and expressive language to evoke mood and atmosphere by using similes,

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	<p>events and indicate changes in time or place.</p> <ul style="list-style-type: none"> To begin to use figurative and expressive language to evoke mood and atmosphere by using similes, alliteration and powerful vocabulary choices To spell most words from Y3/4 spelling list Handwriting: a reasonable amount joined correctly 	<p>scenes/link events and indicate changes in time or place.</p> <ul style="list-style-type: none"> To begin to use figurative and expressive language to evoke mood and atmosphere by using similes, alliteration and powerful vocabulary choices To spell most words from Y3/4 spelling list Handwriting: a reasonable amount joined correctly <p><u>Working at the expected level at Year 5</u> <u>Meeting some of the objectives below.</u></p> <ul style="list-style-type: none"> To consistently punctuate writing as above, as well as brackets, dashes and commas for parenthesis and colons for lists To use commas to clarify meaning or avoid ambiguity with increasing accuracy To use relative clauses beginning with a variety of relative pronouns (<i>who, which, where, when, whose, that</i>) To consistently and accurately build cohesion using a range of conjunctions to introduce scenes/link events and indicate changes in time or place. To use figurative and expressive language to evoke mood and atmosphere by using similes, metaphors, alliteration and powerful vocabulary choices To consistently use appropriate features for the genre of writing with an awareness of audience and purpose <ul style="list-style-type: none"> To use a range of modal verbs to indicate degrees of possibility Spelling - Spell many words correctly from Y5/6 spelling list 	<p>metaphors, alliteration and powerful vocabulary choices</p> <ul style="list-style-type: none"> To consistently use appropriate features for the genre of writing with an awareness of audience and purpose To use a range of modal verbs to indicate degrees of possibility Spelling - Spell many words correctly from Y5/6 spelling list Handwriting - Produce legible joined handwriting. <p><u>Working at Greater depth level at Year 5.</u> <u>Some children will be able to..</u></p> <ul style="list-style-type: none"> To use a full range of punctuation accurately including: colons in lists, brackets and dashes. To consistently use commas to clarify meaning or avoid ambiguity To describe settings, characters and atmosphere and integrating dialogue to convey character and advance action. To consistently link ideas with and across paragraphs by using a wide range of conjunctions to clarify relationships To use a range of adverbs and modal verbs to indicate degrees of possibility To use figurative and expressive language to evoke mood and atmosphere by using similes, metaphors, alliteration, powerful vocabulary choices, short sentences for effect and persuasive language
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		<ul style="list-style-type: none">• Handwriting - Produce legible joined handwriting.	
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