




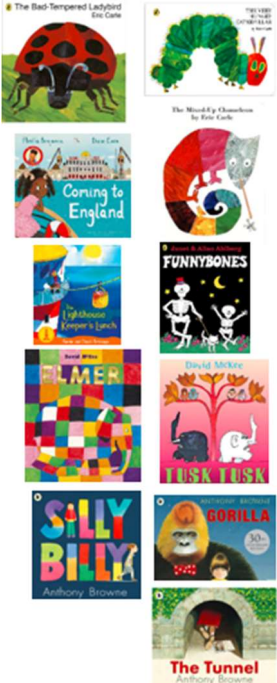

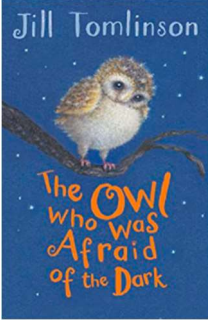



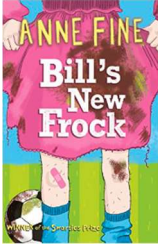
Writing Spring 2 Medium Term Plan Hollinswood Primary School and Nursery


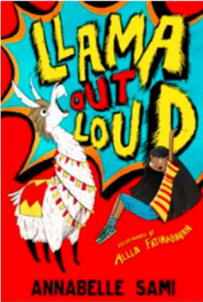
	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Nursery Spring 2</p>  <p>Bug Club Phonics</p> <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>That there is an effect of my actions when I try to make marks.</p> <p>The marks I make have value.</p> <p>I can make different mark making movements (eg big, small, hard, soft, quick, slow).</p>	<p>I know how to:</p> <p>Talk about the marks I am making.</p> <p>Share my mark making with others including parents and carers.</p> <p>Use different mark making tool (eg large brushes, chalk, crayons, sticks, sponges).</p> <p>Use different surfaces to make marks on (eg chalkboards, lit boxes, sand, pathways).</p> <p>Express thoughts and emotions through words.</p>	<p>Write</p> <p>Letters</p> <p>Marks</p> <p>Tools</p> <p>Surface</p> <p>Big</p> <p>Small</p> <p>Hard</p> <p>Soft</p> <p>Quick</p> <p>Slow</p>	<p>Story Time Texts</p> 


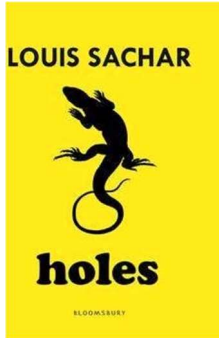
	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Reception Spring 2</p>  <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know: That phonemes have corresponding graphemes.</p> <p>There is a tricky section in a tricky word that can not be spelt using the taught grapheme phoneme correspondence.</p> <p>I can write using a range of tools (eg pencil, pen, paint, keyboard, touch screen technology)</p> <p>I can write for a range of purposes (greetings cards, tickets, lists, invitations, stories)</p> <p>I can write about a range of topics (eg a map for a journey, a job list for a builder, spells for potion making).</p> <p>Words begin with initial sounds.</p> <p>Letter shapes I write link to units of sound (phonemes)</p> <p>One sound can have one graphemes, two graphemes or three graphemes.</p> <p>Digraphs are two letters, one sound.</p> <p>Trigraphs are three letters, one sound.</p> <p>How to write my own name.</p> <p>Some words can rhyme (eg Maddie, daddy, baddie, laddie).</p> <p>That words need to be separated with a space.</p> <p>The start and finishing position of lower-case letters.</p>	<p>In Reception, composition and transcription will be taught separately. When focussing on composition, children will convey their ideas orally.</p> <p>I know how to: Read and write (long) oo, (short) ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Read and write the tricky words 'you', 'was', 'all', 'live', 'give'.</p> <p>Attempt to write with a range of tools (eg pencil, pen, paint, keyboard, touch screen technology)</p> <p>Orally create a story with an adult.</p> <p>Break the flow of speech into words, to hear and say the initial sounds.</p> <p>Segment words into sounds and blend them together both orally and in written form.</p> <p>Write with support from an adult.</p> <p>Say out loud what is going to be written.</p> <p>Compose a sentence orally before it is written.</p> <p>Form lower case letters correctly starting and finishing in the correct place.</p> <p>Use spacing between words.</p>	<p>Phoneme</p> <p>Grapheme</p> <p>Tricky word</p> <p>Blend</p> <p>Segment</p> <p>Digraph</p> <p>Trigraph</p> <p>Rhyme</p> <p>Space</p> <p>Lower case letter</p> <p>Start position</p> <p>End position</p>	<p>Story Time Texts</p>  <p>Writing stimulus Writing opportunities in indoor and outdoor play are for a range of purposes: greetings cards, tickets, lists, invitations, stories.</p> <p>Playful multi sensory systematic phonics activities that help children to represent phonemes in writing.</p> <p>Seaside – sand, water etc.</p>


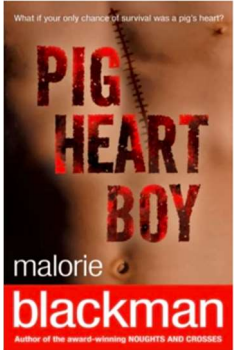
	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 1 Spring 2</p>   <p>Writing to entertain</p> <ul style="list-style-type: none"> • Character Description • Setting Description • Narrative <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know: That phonemes have corresponding graphemes.</p> <p>The corresponding graphemes: ere, eer, are, ear, c, k, ck, ch, /s/ written as c(e), c(i), c(y), /s/ and /z/ written as se.</p> <p>That sentences start with a capital letter.</p> <p>That sentences end with a full stop.</p> <p>That names of people, places, days of the week need a capital letter.</p> <p>The corresponding capital letters and lower-case letters.</p> <p>If an action has already happened, it is past tense.</p> <p>If an action is happening now, it is present tense.</p> <p>Past tense words often end with the suffix -ed.</p> <p>That lower case letters are half the size of the line.</p> <p>That lower case letters need to have the correct sizing relative to each other.</p> <p>That words are separated with a space that is one letter size in length.</p> <p>Capital letters are larger than lower case letters.</p>	<p>I know how to:</p> <p>read and spell phonically decodable two-syllable and three-syllable words.</p> <p>read and spell words containing the taught graphemes: ere, eer, are, ear, c, k, ck, ch, /s/ written as c(e), c(i), c(y), /s/ and /z/ written as se.</p> <p>read and spell the tricky words: eyes, friends, two, once, your, great, clothes.</p> <p>Demarcate sentences with full stops and capital letters.</p> <p>Use capital letters for names of people, places, days of the week and personal pronoun I.</p> <p>Write consistently in the past tense.</p> <p>Write consistently in the present tense.</p> <p>Write with some support from an adult.</p> <p>Say out loud what is going to be written.</p> <p>Compose a sentence orally before it is written.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read what has been written to check it makes sense.</p> <p>Discuss what has been written with peers and adults.</p> <p>Form lower case letters of the correct size relative to each other.</p> <p>Use spacing that is one letter size between words.</p> <p>Correctly size capital letters relative to lower case letters.</p>	<p>Capital letter</p> <p>Full stop</p> <p>Lower case letter</p> <p>Size</p> <p>Suffix</p> <p>Present tense</p> <p>Past tense</p>	<p>Story Time Texts</p>  <p>Writing stimulus</p> <p>Writing stories about myself and others (real and fictional).</p> <p>Narrative based on 'special stories' in RE.</p> <p>Describe a setting with food.</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 2 Spring 2</p>  <p>Writing to entertain</p> <ul style="list-style-type: none"> • Character Description • Setting Description • Narrative <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>What a statement, command, question and exclamation sentence is.</p> <p>That exclamation sentences start with what or how.</p> <p>What words are question words (e.g. what, when, why, how, who).</p> <p>A story can be written in time order.</p> <p>The progressive tense is used to describe actions that were or are happening.</p> <p>The progressive tenses use the verb 'to be' and a verb that ends in the suffix 'ing'.</p> <p>Present progressive is used to describe actions that are happening.</p> <p>Past progressive is used to describe actions that were happening.</p> <p>The suffix -ness is often used to show a quality or state.</p> <p>The suffix -ful is added to change a noun to an adjective.</p> <p>When adding -ness and -ful, if the root word ends in a y, the y should be swapped with an i.</p> <p>the spelling patterns to use for the Y2 spelling words</p>	<p>I know how to:</p> <p>Punctuate statements, commands, questions and exclamations.</p> <p>Write statements, commands, questions and exclamation sentences.</p> <p>Use the progressive form of verbs in the present and past tense in writing.</p> <p>Use adjectives using the suffix -ful and -less in writing.</p> <p>Apply the correct spelling rules when adding the suffix -less and -full to root words.</p> <p>Time sequence a story.</p> <p>Differentiate between the past and present tense to suit the purpose of writing.</p> <p>Plan and say what is going to be written aloud before writing.</p> <p>Write and use key words and vocabulary in writing.</p> <p>Encapsulate what is going to be written sentence by sentence.</p> <p>Evaluate writing by:</p> <ul style="list-style-type: none"> • reading to check it makes sense. • checking that verbs that indicate time are used correctly. • checking and changing spelling, grammar and punctuation errors <p>Spell and use the words on the Y2 spelling lists in writing.</p>	<p>Statement</p> <p>Command</p> <p>Question</p> <p>Exclamation</p> <p>Progressive verb</p> <p>Present progressive</p> <p>Past progressive</p> <p>Suffix</p> <p>Noun</p> <p>Adjective</p>	 <p>Writing stimulus</p> <p>Write about real events.</p> <p>Writing linked to whole class text.</p> <p>Forest School – description of setting.</p> <p>Alan Peat sentences</p> <p>What+! sentence (What a lovely day!)</p> <p>Short sentences</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 3 Spring 2</p>  <p>Writing to entertain</p> <ul style="list-style-type: none"> • Character Description • Setting Description • Narrative <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know: A fronted adverbial is a word or group of words which come at the front of the sentence.</p> <p>Fronted adverbials detail how, when, where or why the verb in the clause happened.</p> <p>Commas are often used after a fronted adverbial. This separates the adverbial from the rest of the sentence.</p> <p>Subordinate clauses can be used at the beginning or end of sentences.</p> <p>Subordinate clauses start with a subordinating conjunction (because/ after/ before/ when/ although/ while/ if/ since)</p> <p>How the subordinate conjunctions because/ after/ before/ when/ although/ while/ if/ since change the meaning of the clause.</p> <p>Commas mark clauses.</p> <p>That some pronouns show belonging.</p> <p>That sentences can have more than one pronoun.</p> <p>That pronouns are used to avoid repetition.</p> <p>A pronoun is a word that takes the place of a noun.</p> <p>A story plot often contains a beginning, build-up, problem, resolution and ending.</p> <p>the spelling patterns to use for the Y3/Y4 spelling words.</p>	<p>I know how to:</p> <p>Start sentences with a fronted adverbial.</p> <p>Use fronted adverbials to add more detail about how, when, where or why.</p> <p>Separate fronted adverbials from the rest of the sentence with a comma.</p> <p>Write subordinate clauses at the beginning and end of sentences.</p> <p>Write subordinate clauses containing the subordinate conjunctions because/ after/ before/ when/ although/ while/ if/ since.</p> <p>Use a comma to mark subordinate clauses.</p> <p>Use nouns and pronouns to avoid repetition in writing.</p> <p>examine a piece of writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p>discuss and record ideas when planning.</p> <p>compose and rehearse sentences orally, (inc dialogue) building a variety of vocabulary and sentence structures.</p> <p>Write detailed descriptions of setting and character.</p> <p>Develop a plot when witing a narrative.</p> <p>Use paragraphs to organise in time sequence.</p> <p>Evaluate and edit vocabulary, grammar, spelling and punctuation.</p> <p>Spell and use the words on the Y3/4 spelling lists in writing.</p>	<p>Fronted adverbial</p> <p>Comma</p> <p>Subordinate clause</p> <p>Subordinate conjunction</p> <p>Noun</p> <p>Pronoun</p> <p>Plot</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Description linked to land use and rivers.</p> <p>Alan Peat sentences</p> <p>Double _ly sentences</p> <p>_ing, _ed sentences</p> <p>Verb, person</p> <p>Ad, same ad</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p data-bbox="125 140 315 165">Year 4 Spring 2</p>  <p data-bbox="107 469 232 528">Writing to entertain</p> <ul data-bbox="107 564 304 715" style="list-style-type: none"> • Character Description • Setting Description • Narrative <p data-bbox="107 751 293 842">Transcription: Spelling Handwriting</p> <p data-bbox="107 906 271 997">Composition Grammar Punctuation</p>	<p data-bbox="360 140 450 165">I know:</p> <p data-bbox="360 204 792 320">Present perfect tense is used to talk about experiences and events in the past which are true or still happening up until the present.</p> <p data-bbox="360 357 763 411">Present perfect tense can be used when asking questions.</p> <p data-bbox="360 448 801 502">Present perfect tense is formed using 'have' or 'has + the past participle'.</p> <p data-bbox="360 539 779 564">The past participle is the main verb.</p> <p data-bbox="360 601 786 687">Past perfect is formed using regular verb-ed + to have or irregular verb + had.</p> <p data-bbox="360 724 622 750">What direct speech is.</p> <p data-bbox="360 786 725 812">that speech is punctuated with:</p> <ul data-bbox="360 820 815 975" style="list-style-type: none"> • inverted commas. • comma after the reporting clause. • capital letter at the start of speech. • punctuation before the last inverted comma. <p data-bbox="360 1011 763 1066">the spelling patterns to use for the Y3/Y4 spelling words.</p>	<p data-bbox="846 140 1032 165">I know how to:</p> <p data-bbox="846 204 1518 258">Use a range of conjunctions, adverbs and prepositions to express time and cause (AWHITEBUS)</p> <p data-bbox="846 295 1554 320">Identify the present perfect tense and the past perfect tense.</p> <p data-bbox="846 357 1570 383">Use present perfect form in contrast to the past perfect tense.</p> <p data-bbox="846 419 1339 445">Identify direct speech in a piece of writing.</p> <p data-bbox="846 481 1473 507">Correctly use a reporting clause when writing speech.</p> <p data-bbox="846 544 1518 569">Correctly punctuate direct speech with a reporting clause.</p> <p data-bbox="846 606 1576 660">examine a piece of writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p data-bbox="846 697 1323 722">discuss and record ideas when planning.</p> <p data-bbox="846 759 1599 813">compose and rehearse sentences orally. (inc dialogue) building a variety of vocabulary and sentence structures.</p> <p data-bbox="846 850 1285 876">organise paragraphs around a theme.</p> <p data-bbox="846 912 1464 938">write detailed descriptions of a setting and character.</p> <p data-bbox="846 975 1285 1000">develop a plot when writing narrative.</p> <p data-bbox="846 1037 1464 1091">evaluate and edit vocabulary, grammar, spelling and punctuation.</p> <p data-bbox="846 1128 1541 1153">Spell and use the words on the Y3/4 spelling lists in writing.</p>	<p data-bbox="1639 170 1794 225">Present perfect tense</p> <p data-bbox="1639 261 1805 287">Past participle</p> <p data-bbox="1639 323 1783 349">Past perfect</p> <p data-bbox="1639 386 1800 411">Direct speech</p> <p data-bbox="1639 448 1753 502">Reporting clause</p> <p data-bbox="1639 539 1738 593">Inverted commas</p>	 <p data-bbox="1839 539 2047 564">Writing stimulus</p> <p data-bbox="1839 601 2101 655">Writing linked to class text.</p> <p data-bbox="1839 820 2101 845">Alan Peat sentences</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 5 Spring 2</p>  <p>Writing to entertain</p> <ul style="list-style-type: none"> • Narrative • Description <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>That dialogue can be characterised.</p> <p>Speech can be characterised by adding an emotion (eg said with an aggressive tone.)</p> <p>That dialogue can advance action.</p> <p>Speech can advance action by accompanying speech with an action (eg as she stepped forward).</p> <p>cohesion can be built across and within paragraphs. (then, after that, this, firstly)</p> <p>that an expanded noun phrase contains:</p> <ul style="list-style-type: none"> - Determiner - 2 adjectives separated by a comma - Noun - Verb + prepositional phrase <p>Personification is a type of figurative language technique.</p> <p>Personification is when an animal, plant or non-living object is given human characteristics. These might include emotions, sensations, physical movements or speech.</p> <p>A metaphor - a comparison between the description of one thing to another. It does not contain the words 'like' or 'as'.</p> <p>the spelling patterns to use for the Y5/Y6 spelling words.</p>	<p>I know how to:</p> <p>Punctuate speech correctly.</p> <p>Write an expanded noun phrase with all the elements. Describe settings, characters and atmosphere using a range of descriptive techniques: expanded noun phrases, personification, simile/ metaphors.</p> <p>integrate dialogue to convey character and advance action</p> <p>use a wide range of devices to build cohesion within and across paragraphs.</p> <p>plan writing by identifying the audience and purpose of writing.</p> <p>examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p>note and develop initial ideas, drawing on reading and research.</p> <p>Consider how authors have developed characters and settings in what they have read, listened to or performed.</p> <p>select appropriate grammar and vocabulary, understanding how choices change and enhance meaning.</p> <p>describe settings, characters, atmosphere and integrate dialogue to convey character and advance action</p> <p>precis longer passages.</p> <p>select the appropriate form of writing when.</p> <p>use organisational and presentational devices to structure a text to guide the reader (headings and underlining)</p> <p>evaluate and edit effectiveness of writing including SPAG to enhance effects and clarify meaning, ensure correct tense is maintained, ensure correct subject verb agreement.</p> <p>perform compositions using appropriate intonation, volume and movement.</p> <p>Spell and use the words on the Y5/6 spelling lists in writing.</p>	<p>Atmosphere</p> <p>Dialogue</p> <p>Convey character</p> <p>Advance action</p> <p>Cohesion</p> <p>Expanded noun phrase</p> <p>Personification</p> <p>Metaphor</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Earth and Space – setting</p> <p>Alan Peat sentences</p> <p>Personification of weather</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 6 Spring 2</p>  <p>Writing to entertain</p> <ul style="list-style-type: none"> • Narrative • Description <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>A semi colon can be used to mark the boundary between independent clauses.</p> <p>the spelling patterns to use for the Y5/Y6 spelling words.</p>	<p>I know how to:</p> <p>Use semi colon to mark the boundary between independent clauses.</p> <p>Correctly size and place a semi colon within the line compared to the sizing of other letters and words.</p> <p>Identify when to use a semi colon or a colon.</p> <p>use a wide range of devises to build cohesion within and across paragraphs.</p> <p>plan writing by identifying the audience and purpose of writing.</p> <p>examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p>note and develop initial ideas, drawing on reading and research.</p> <p>Consider how authors have developed characters and settings in what they have read, listened to or performed.</p> <p>select appropriate grammar and vocabulary, understanding how choices change and enhance meaning.</p> <p>describe settings, characters, atmosphere and integrate dialogue to convey character and advance action</p> <p>precis longer passages.</p> <p>select the appropriate form of writing when.</p> <p>use organisational and presentational devises to structure a text to guide the reader (headings and underlining)</p> <p>evaluate and edit effectiveness of writing including SPAG to enhance effects and clarify meaning, ensure correct tense is maintained, ensure correct subject verb agreement.</p> <p>perform compositions using appropriate intonation, volume and movement.</p> <p>Spell and use the words on the Y5/6 spelling lists in writing.</p>	<p>Semi colon</p> <p>Independent clause</p> <p>Boundary</p> <p>Colon</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Power and monarchy</p> <p>Alan Peat sentences</p> <p>Some; others</p> <p>Tell: show 3; examples</p>