







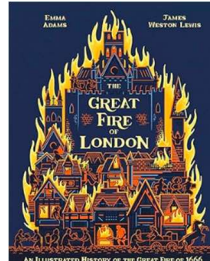




Writing Summer 2 Medium Term Plan Hollinswood Primary School and Nursery


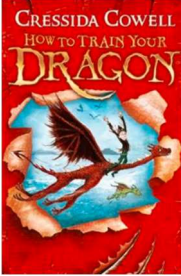
	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Texts
<p>Nursery Summer 2</p>  <p>Bug Club Phonics</p> <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>Different marks I make have different value and meanings.</p> <p>There are many different script systems eg Arabic, Chinese, Greek and Braille.</p> <p>Writing has a purpose (eg shopping list, labels etc).</p>	<p>I know how to:</p> <p>Orally co-create stories with adults.</p> <p>Perform stories to others.</p> <p>Talk about what marks may represent.</p>	<p>Stories</p> <p>Marks</p> <p>Writing</p>	<p>Story Time Texts</p> 


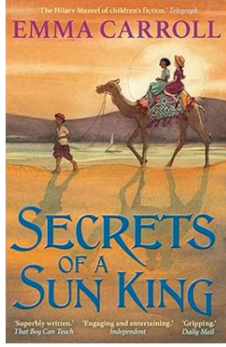
	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Reception Summer 2</p>  <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>A tripod grip is the best way to hold a pencil.</p> <p>Words are written using phonemes.</p> <p>Letters can be written as a lower-case letter or a capital letter.</p> <p>Sentences start with capital letters.</p> <p>Sentences end with a full stop.</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:</p> <p>Read and write adjacent consonants (cvcc) (ccvc) (ccvcc/ccvc/ccvcc)</p> <p>Read and write the tricky words 'some', 'come', 'were', 'there', 'little', 'said', 'have', 'like', 'so', 'do', 'one', 'when', 'out', 'what'.</p> <p>Participate in small group, class and one-to-one discussions.</p> <p>Offer ideas using recently introduced vocabulary.</p> <p>Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction and poems.</p> <p>Express ideas and feelings about experiences using full sentences.</p> <p>Talk using:</p> <ul style="list-style-type: none"> the past, present and future tenses conjunctions <p>Write simple phrases and sentences 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>Demarcate some sentences with full stops and capital letters.</p> <p>Use a tripod grip to hold a pencil.</p> <p>Form lower case letters correctly starting and finishing in the correct place.</p> <p>Use spacing between words.</p>	<p>Space</p> <p>Lower case letter</p> <p>Start position</p> <p>End position</p> <p>Capital letter</p> <p>Full stop</p>	<p>Story Time Texts</p>  <p>Writing stimulus</p> <p>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>Visit to the Town Park.</p> <p>Farms</p> <p>Festivals</p>


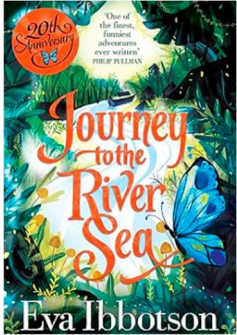
	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 1 Summer 2</p>   <p>Writing to entertain</p> <ul style="list-style-type: none"> • Character Description • Setting Description • Narrative <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I 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>Questions end with a question mark.</p> <p>A question mark looks like this: ?</p> <p>An exclamation mark is a line with a full stop underneath.</p> <p>An exclamation mark is used to show something shocking or surprising. (Wow! Stop! It's over!)</p> <p>A noun can be single or plural.</p> <p>Plural means more than one.</p> <p>To pluralise nouns an s or es needs to be added to the end.</p> <p>lower case letters need to have the correct sizing relative to each other.</p> <p>words are separated with a space that is one letter size in length.</p>	<p>I know how to: read and spell phonically decodable two-syllable and three-syllable words.</p> <p>read and spell words containing the taught graphemes: /j/ written as 'g(e)', 'g(i)', 'g(y) /j/ written as 'dge' /l/ written as 'le' /m/ written as 'mb' /n/ written as 'kn' and 'gn' /r/ written as 'wr' /zh/ written as 's' /ch/ written as 'tch' /sh/ alternatives /e/ written as 'ea' /w/ /o/ written as 'wa' /u/ written as 'o'</p> <p>read and spell the tricky words: it's, I'm, I'll, I've. Don't, can't, didn't, first, second, third.</p> <p>Use an exclamation sentence to show something shocking or surprising.</p> <p>Use a question to ask something.</p> <p>Punctuate questions and exclamation sentences with ? or !</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>Exclamation mark</p> <p>Question mark</p>	<p>Story Time Texts</p>  <p>Writing stimulus</p> <p>Writing stories about myself and others (real and fictional).</p> <p>Descriptions including different types of weather.</p>

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<p>Year 2 Summer 2</p>  <p>Writing to entertain</p> <p>Writing to entertain</p> <ul style="list-style-type: none"> • Character description • Setting description <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>What a compound noun is (whiteboard, superman)</p> <p>An apostrophe is used to indicate omission.</p> <p>What a contraction is.</p> <p>the spelling patterns to use for the Y2 spelling words.</p>	<p>I know how to:</p> <p>Include compound nouns in writing.</p> <p>Use an apostrophe to indicate omission.</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>Compound noun</p> <p>Contraction</p> <p>Omission</p> <p>Apostrophe</p>	 <p>Writing stimulus</p> <p>Write about real events.</p> <p>Description of the great fire of London.</p> <p>Alan Peat sentences</p> <p>What+! sentence (What a lovely day!)</p> <p>Short sentences</p> <p>All the Ws</p> <p>List sentences</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 3 Summer 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>Prefixes are at the start of a word.</p> <p>Prefixes change the meaning of root words.</p> <p>The prefix super- means 'over', 'above' and 'beyond'.</p> <p>The prefix anti- means “against,” “opposite of”.</p> <p>The prefix auto- means “self”.</p> <p>Commas can be used to separate items in a list.</p> <p>When we write a list, we use a comma to separate each item. The final two items are separated by the conjunction ‘and’.</p> <p>The spelling patterns to use for the Y3/Y4 spelling words.</p>	<p>I know how to:</p> <p>Correctly spell words with the prefixes super-, anti-, auto-.</p> <p>Correctly use nouns that start with the prefixes super-, anti-, auto-.</p> <p>Correctly use commas to separate items in a list.</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 writing a narrative.</p> <p>Use paragraphs to group related ideas.</p> <p>Use headings and subheadings to label content.</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>Prefix</p> <p>Root Word</p> <p>Commas</p> <p>List</p>	 <p>Writing stimulus Writing linked to class text.</p> <p>Descriptions linked to South American Rainforests</p> <p>Alan Peat sentences</p> <p>List sentences</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p data-bbox="107 140 333 164">Year 4 Summer 2</p>  <p data-bbox="107 440 232 496">Writing to entertain</p> <ul data-bbox="107 504 304 655" style="list-style-type: none"> • Character Description • Setting Description • Narrative <p data-bbox="107 692 291 780">Transcription: Spelling Handwriting</p> <p data-bbox="107 847 273 935">Composition Grammar Punctuation</p>	<p data-bbox="360 140 454 164">I know:</p> <p data-bbox="360 204 815 352">A simile is a comparison between two different things, using the words 'as' or 'like'. It is often used to make a certain element of a story seem more interesting.</p> <p data-bbox="360 389 797 445">Onomatopoeia is a word that sounds like what it means.</p> <p data-bbox="360 481 804 569">Alliteration is the repetition of initial consonant sounds of nearby words in a phrase.</p> <p data-bbox="360 606 792 662">Using interesting vocabulary adds to the description.</p> <p data-bbox="360 699 763 754">the spelling patterns to use for the Y3/Y4 spelling words.</p>	<p data-bbox="842 140 1032 164">I know how to:</p> <p data-bbox="842 204 1350 228">Use figurative language to add description:</p> <ul data-bbox="891 236 1115 323" style="list-style-type: none"> • Simile • Onomatopoeia • Alliteration <p data-bbox="842 363 1469 419">Use interesting vocabulary in my writing to add to the description.</p> <p data-bbox="842 456 1581 512">examine a piece of writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p data-bbox="842 549 1323 572">discuss and record ideas when planning.</p> <p data-bbox="842 612 1599 668">compose and rehearse sentences orally, (inc dialogue) building a variety of vocabulary and sentence structures.</p> <p data-bbox="842 705 1451 729">Write detailed descriptions of setting and character.</p> <p data-bbox="842 769 1312 793">Develop a plot when writing a narrative.</p> <p data-bbox="842 833 1290 857">organise paragraphs around a theme.</p> <p data-bbox="842 896 1408 920">use headings and subheadings to label content.</p> <p data-bbox="842 960 1464 1016">evaluate and edit vocabulary, grammar, spelling and punctuation.</p> <p data-bbox="842 1053 1543 1077">Spell and use the words on the Y3/4 spelling lists in writing.</p>	<p data-bbox="1635 140 1756 196">Figurative language</p> <p data-bbox="1635 233 1711 256">Simile</p> <p data-bbox="1635 293 1765 317">Alliteration</p> <p data-bbox="1635 357 1769 413">Consonant sound</p>	 <p data-bbox="1839 481 2051 505">Writing stimulus</p> <p data-bbox="1839 545 2101 601">Writing linked to class text.</p> <p data-bbox="1839 668 2063 692">Digestion narrative</p> <p data-bbox="1839 826 2101 850">Alan Peat sentences</p> <p data-bbox="1839 890 2074 914">Simile (like a / as a)</p> <p data-bbox="1839 954 1977 978">This is that.</p> <p data-bbox="1839 1018 1995 1042">Sound cause</p>

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<p data-bbox="107 137 331 164">Year 5 Summer 2</p>  <div data-bbox="136 384 300 456" style="border: 1px solid black; padding: 2px; text-align: center;"> <p data-bbox="170 395 266 440">Writing to discuss</p> </div> <p data-bbox="107 496 235 555">Writing to discuss</p> <ul data-bbox="107 592 304 746" style="list-style-type: none"> • Balanced argument • Newspaper Article • Review <p data-bbox="107 810 293 903">Transcription: Spelling Handwriting</p> <p data-bbox="107 962 275 1054">Composition Grammar Punctuation</p>	<p data-bbox="360 137 454 164">I know:</p> <p data-bbox="360 201 725 288">Nouns and adjectives can be converted into verbs by adding suffixes.</p> <p data-bbox="360 323 775 383">The spelling rules when adding the suffixes -ate, -ise, -ify.</p> <p data-bbox="360 418 775 477">The prefix dis- means 'opposite of', 'not', 'remove' and 'reverse'.</p> <p data-bbox="360 512 815 571">The prefix mis- means "ill," "mistaken," "wrong," "wrongly," "incorrectly".</p> <p data-bbox="360 606 786 665">The prefix over- means too much or more than enough.</p> <p data-bbox="360 700 810 759">The prefix re- means "again" or "again and again" to indicate repetition.</p> <p data-bbox="360 794 781 906">a piece of writing needs to maintain one tone (formal/ impersonal) depending on the audience and purpose of writing.</p> <p data-bbox="360 941 763 1000">the spelling patterns to use for the Y5/Y6 spelling words.</p>	<p data-bbox="844 137 1032 164">I know how to:</p> <p data-bbox="844 201 1599 260">Convert nouns and adjectives into verbs by adding the suffixes -ate, -ise, -ify.</p> <p data-bbox="844 295 1335 322">Use the verb prefixes dis-, mis-, over-, re-</p> <p data-bbox="844 357 1536 384">integrate dialogue to convey character and advance action</p> <p data-bbox="844 419 1594 478">use a wide range of devices to build cohesion within and across paragraphs.</p> <p data-bbox="844 513 1576 541">plan writing by identifying the audience and purpose of writing.</p> <p data-bbox="844 576 1599 635">examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p data-bbox="844 670 1599 697">note and develop initial ideas, drawing on reading and research.</p> <p data-bbox="844 732 1581 791">Consider how authors have developed characters and settings in what they have read, listened to or performed.</p> <p data-bbox="844 826 1599 885">select appropriate grammar and vocabulary, understanding how choices change and enhance meaning.</p> <p data-bbox="844 920 1126 948">precis longer passages.</p> <p data-bbox="844 983 1352 1010">select the appropriate form of writing when.</p> <p data-bbox="844 1045 1599 1104">use organisational and presentational devices to structure a text to guide the reader (headings and underlining)</p> <p data-bbox="844 1139 1554 1227">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 data-bbox="844 1262 1588 1321">perform compositions using appropriate intonation, volume and movement.</p> <p data-bbox="844 1356 1238 1383">Maintain formal/ impersonal tone.</p> <p data-bbox="844 1418 1541 1445">Spell and use the words on the Y5/6 spelling lists in writing.</p>	<p data-bbox="1632 137 1715 164">Nouns</p> <p data-bbox="1632 199 1760 226">Adjectives</p> <p data-bbox="1632 261 1706 288">Verbs</p> <p data-bbox="1632 323 1706 351">Suffix</p> <p data-bbox="1632 386 1760 413">Root word</p> <p data-bbox="1632 448 1700 475">Tone</p> <p data-bbox="1632 510 1749 537">Audience</p> <p data-bbox="1632 572 1738 600">Purpose</p> <p data-bbox="1632 635 1722 662">Formal</p> <p data-bbox="1632 697 1769 724">Impersonal</p>	 <p data-bbox="1830 638 2051 665">Writing stimulus</p> <p data-bbox="1830 700 2101 759">Writing linked to class text.</p> <p data-bbox="1830 794 2045 853">Ancient Egypt/ art/culture/beliefs</p> <p data-bbox="1830 1094 2085 1121">Alan Peat sentences</p>

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<p data-bbox="107 137 331 164">Year 6 Summer 2</p>  <div data-bbox="136 355 300 427" style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Writing to discuss</div> <p data-bbox="107 496 235 555">Writing to discuss</p> <p data-bbox="107 619 293 710">Transcription: Spelling Handwriting</p> <p data-bbox="107 774 275 865">Composition Grammar Punctuation</p>	<p data-bbox="358 137 454 164">I know:</p>	<p data-bbox="844 137 1603 228">The Summer Term in Year 6 is used to allow time to consolidate prior learning and apply all knowledge in a variety of writing opportunities.</p> <p data-bbox="844 260 1030 287">I know how to:</p> <p data-bbox="844 323 1576 383">Write for a range of purposes, making sure that the language I am choosing shows an understanding of the person reading it.</p> <p data-bbox="844 446 1536 474">Spell and use the words on the Y5/6 spelling lists in writing</p>		 <p data-bbox="1832 600 2051 627">Writing stimulus</p> <p data-bbox="1832 663 2101 722">Writing linked to class text.</p> <p data-bbox="1832 759 2092 850">Should the artefacts from Benin be repatriated? - Debate</p> <p data-bbox="1832 882 2078 970">Why did Henry VIII break from Rome? - Debate</p> <p data-bbox="1832 975 2101 1002">Alan Peat sentences</p> <p data-bbox="1832 1038 2123 1066">All Alan Peat sentences</p>