













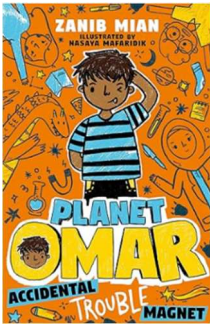
# Writing Autumn 1 Medium Term Plan Hollinswood Primary School and Nursery

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked text
<p><b>Nursery Autumn 1</b></p>  <p><b>Transcription:</b> Spelling Handwriting</p> <p><b>Composition</b> Grammar Punctuation</p>	<p><b>I know:</b></p> <p>Things that are written down have a meaning.</p> <p>I can use different tools to make marks (eg fingers, feet, spoons, forks etc).</p> <p>I can use different materials to make marks (eg gloop, paint, soil etc).</p> <p>I can make marks on different surfaces (eg paper, sand etc).</p>	<p><b>I know how to:</b></p> <p>Use my fingers and other implements to explore and trace marks on a surface.</p> <p>Make marks using a range of materials and tools.</p>	<p>Write</p> <p>Letters</p> <p>Marks</p> <p>Tools</p> <p>Surface</p> <p>Mark making</p> <p>Name</p> <p>Writing</p> <p>Story</p> <p>Letter</p> <p>Shapes</p> <p>Keyboard</p>	<p><b>Story Time Texts</b></p> 

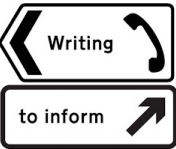
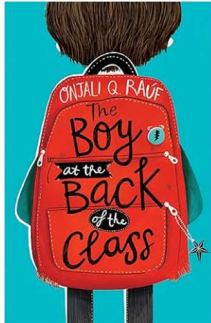
	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Reception Autumn 1</p>  <p>Bug Club Phonics</p> <p><b>Transcription:</b> Spelling Handwriting</p> <p><b>Composition</b> Grammar Punctuation</p>	<p><b>I know:</b></p> <p>That phonemes have corresponding graphemes.</p> <p>I can't always use phonemes to write all words (eg tricky words).</p> <p>There is a tricky section in a tricky word that can not be spelt using the taught grapheme phoneme correspondence.</p> <p>That writing means making marks that give meaning.</p> <p>What I say can be written down and understood by someone else.</p> <p>I can write my own name.</p> <p>The first letter of my name.</p> <p>The shapes to make to attempt to write the first letter of my name.</p> <p>I can give ideas that can make a story.</p>	<p>In Reception, <b>composition</b> and <b>transcription</b> will be taught separately. When focussing on <b>composition</b>, children will convey their ideas orally.</p> <p><b>I know how to:</b></p> <p>Read and write s a t p i n m d g o c k.</p> <p>Read and write the tricky word 'to'.</p> <p>Give meaning to drawings and paintings.</p> <p>Include mark making in play.</p> <p>Make continuous lines of shapes and symbols from left to right.</p> <p>Write my own name or other names using combinations of lines, circles and curves or letter type shapes.</p> <p>Identify the initial letter of my name on a keyboard.</p>	<p>Phoneme</p> <p>Grapheme</p> <p>Tricky word</p> <p>Blend</p> <p>Segment</p> <p>Name</p> <p>Letter</p>	<p><b>Story Time Texts</b></p>  <p><b>Writing stimulus</b> Forest School – picking fruits, making pancakes and toasting marshmallows – oral opportunities for nouns, adjectives, verbs.</p> <p>Who lives in my house/ who is in my family? Mark making opportunities.</p>

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<p><b>Year 1 Autumn 1</b></p>  <p>Transcription is taught through dictated sentences in phonics.</p>  <p><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>• <b>Character description</b></li> <li>• <b>Setting description</b></li> </ul> <p><b>Transcription:</b>  <b>Spelling</b>  <b>Handwriting</b></p> <p><b>Composition</b>  <b>Grammar</b>  <b>Punctuation</b></p>	<p><b>I know:</b></p> <p>That phonemes have corresponding graphemes.</p> <p>The corresponding graphemes: wh, ph, ay, a-e, eigh, ey, ei, ea, e-e, ie, i-e, y, l, ey, ow, o-e, o, oe, ew, ue, u-e, u, oul</p> <p>A sentence has a subject and a verb.</p> <p>What a verb is.</p> <p>What a subject is.</p> <p>That sentences start with a capital letter.</p> <p>That sentences end with a full stop.</p> <p>The corresponding capital letters and lower-case letters.</p> <p>That words need to be separated with a space.</p> <p>The start and finishing position of lower-case letters.</p>	<p>By 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'. The national curriculum suggests using dictated sentences in Year 1 to apply and practise spelling.</p> <p><b>I know how to:</b>  read and spell phonically decodable two-syllable and three-syllable words</p> <p>read and spell words containing the taught graphemes: wh, ph, ay, a-e, eigh, ey, ei, ea, e-e, ie, i-e, y, l, ey, ow, o-e, o, oe, ew, ue, u-e, u, oul</p> <p>read and spell the tricky words: Oh, their, people, Mr, Mrs, Ms, looked, called, asked, water, where, love, who, again, one, thought, through.</p> <p>Write a sentence with a subject and a verb.</p> <p>Demarcate sentences with full stops and capital letters.</p> <p>Write with support from an adult.</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 correctly starting and finishing in the correct place.</p> <p>Use spacing between words.</p>	<p>Phoneme</p> <p>Grapheme</p> <p>Tricky word Blend</p> <p>Capital letter</p> <p>Full stop</p> <p>Sentence</p> <p>Subject</p> <p>Verb</p> <p>Space</p> <p>Lower case letter</p>	 <p><b>Writing stimulus</b>  Character and setting descriptions based on the story time books.</p> <p>Describing a toy shop</p>

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<p><b>Year 2 Autumn 1</b></p>   <p><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>• <b>Character description</b></li> <li>• <b>Setting description</b></li> </ul> <p><b>Transcription:</b>  <b>Spelling</b>  <b>Handwriting</b></p> <p><b>Composition</b>  <b>Grammar</b>  <b>Punctuation</b></p>	<p><b>I know:</b>  Plural means more than one.</p> <p>Plural words end in -s or -es</p> <p>how the suffixes -ing, -ed, -es change the meaning of the root word.</p> <p>What a root word, suffix and prefix is</p> <p>how the prefixes re-, un- change the meaning of the root word.</p> <p>That names of people, places, days of the week need a capital letter.</p> <p>What a noun is.</p> <p>What an adjective is.</p> <p>That noun phrases contain an adjective before a noun.</p> <p>A noun phrase contains a determiner, adjective and noun.</p> <p>Capital letters are taller than lower case letters and reach the top of the line.</p> <p>The start and finishing position of lower-case letters.</p> <p>That words are separated with a space that is one letter size in length.</p> <p>the spelling patterns to use for the Y2 spelling words</p>	<p><b>I know how to:</b>  read and spell words containing the taught suffixes: ing, -ed, e+ing, '-es' after 'ss', 'x', '-es' after 'ch', 'sh', 'tch'.</p> <p>read and spell the tricky words: clearing, rained, mailed, gleaming.</p> <p>Read and spell the high frequency words: men, man, mouse, mice.</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 a noun phrase to describe.</p> <p>Write with little support from an adult.</p> <p>Correctly size capital letters relative to lower case letters.</p> <p>Form lower case letters correctly starting and finishing in the correct place.</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>Spell and use the words on the Y2 spelling lists in writing.</p>	<p>Suffix</p> <p>Root word</p> <p>Prefix</p> <p>Plural</p> <p>Full stop</p> <p>Capital letter</p> <p>Noun phrase</p> <p>determiner</p> <p>adjective</p> <p>noun</p>	<p><b>Story Time Texts</b></p>  <p><b>Writing stimulus</b></p> <p>Write about real events.</p> <p>Description of Mary Seacole</p>

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<p>Year 3 Autumn 1</p>   <p><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Instructions</li> <li>• Newspaper article</li> </ul> <p><b>Transcription:</b> Spelling Handwriting</p> <p><b>Composition</b> Grammar Punctuation</p>	<p><b>I know:</b></p> <p>what an independent clause is</p> <p>what a phrase is</p> <p>what a conjunction is</p> <p>coordinating conjunctions are placed between words, phrases, clauses, or sentences of equal importance</p> <p>coordinating conjunctions express time, place and cause (but, and, or, so)</p> <p>what a subordinate clause is</p> <p>subordinating conjunctions join an independent and a subordinate clause (using because, after, before, when in the middle of a sentence)</p> <p>commas mark subordinate clauses</p> <p>that a rhetorical question can engage the reader</p> <p>that a rhetorical question ends with a question mark</p> <p>what an imperative verb is</p> <p>Expanded noun phrase (adjective, noun, verb)</p> <p>the spelling patterns to use for the Y3/Y4 spelling words</p>	<p><b>I know how to:</b></p> <p>use a variety of coordinating and subordinating conjunctions in sentences.</p> <p>Effectively use the coordinating conjunctions but, and, or in sentences.</p> <p>Effectively use the subordinating conjunctions because, after, before, when.</p> <p>use commas to mark subordinate clauses</p> <p>write a rhetorical question to engage the reader</p> <p>use commas to separate adjectives in an expanded noun phrase</p> <p>examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p>discuss and record ideas when planning.</p> <p>compose and rehearse sentences <b>orally</b>, building a variety of vocabulary and sentence structures.</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>Conjunction</p> <p>Coordinating conjunction</p> <p>Subordinating conjunction</p> <p>Subordinating clause</p> <p>Independent clause</p> <p>Phrase</p> <p>Rhetorical question</p> <p>Imperative verb</p> <p>Expanded noun phrase</p> <p>Comma</p> <p>Question mark</p>	 <p><b>Writing stimulus</b></p> <p>Writing linked to class text.</p> <p>Information about the stone age.</p> <p><b>Alan Peat sentences</b></p> <p>BOYS</p> <p>Then and now sentences</p> <p>2A</p>



	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 4 Autumn 1</p>  <p><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Instructions</li> <li>• Newspaper article</li> </ul> <p><b>Transcription:</b> Spelling Handwriting</p> <p><b>Composition</b> Grammar Punctuation</p>	<p><b>I know:</b></p> <p>conjunctions express time, place and cause</p> <p>the position of the comma changes if the subordinate clause is positioned at the start or the end of the sentence.</p> <p>what direct speech is</p> <p>when to use inverted commas</p> <p>what punctuation to use when writing speech</p> <p>that spoken words begin with a capital letter</p> <p>what a reporting clause is</p> <p>a new line is started for a new speaker</p> <p>Adverbials express when and where the very happened.</p> <p>the spelling patterns to use for the Y3/Y4 spelling words</p>	<p><b>I know how to:</b></p> <p>express time, place and cause using:</p> <ul style="list-style-type: none"> <li>• subordinating conjunctions to join clauses (ISAWAWABUB) including as openers.</li> <li>• coordinating conjunctions (FANBOYS).</li> </ul> <p>correctly place a comma to mark a subordinate clause when the clause is used at the beginning and at the end of the sentence.</p> <p>identify and correctly punctate direct speech.</p> <p>use adverbials to express manner, time and place. (As the clock struck midnight, the shadow moved across the graveyard.)</p> <p>examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p>discuss and record ideas when planning.</p> <p>compose and rehearse sentences <b>orally</b>, building a variety of vocabulary and sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>label content with headings and subheadings.</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>Inform</p> <p>Explanation</p> <p>Newspaper article</p> <p>Conjunction</p> <p>Time</p> <p>Place</p> <p>Cause</p> <p>Subordinating conjunction</p> <p>Coordinating conjunction</p> <p>Adverbial</p> <p>Theme</p> <p>Direct speech</p> <p>Reporting clause</p> <p>Inverted commas</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Anglo Saxons-Non-chronological reports</p> <p>Volcano experiments-Instructions</p> <p>Water Cycle Explanations</p> <p><b>Alan Peat sentences</b></p> <p>If, if, if, then (subordinate conjunction if)</p> <p>With a(n) action, more action</p> <p>Double _ly sentences</p> <p>_ing, _ed sentences</p>

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<p>Year 5 Autumn 1</p>   <p>Writing to inform</p> <ul style="list-style-type: none"> <li>• Non chronological report</li> <li>• Recount Letter</li> <li>• Newspaper article</li> </ul> <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>subordinating conjunctions can be used in a variety of positions in sentences.</p> <p>Relative clauses begin with a relative pronoun.</p> <p>that who, which, where, when, whose and that are relative pronouns.</p> <p>the purpose of using a relative clause</p> <p>commas to mark clauses and open subordinate clauses</p> <p>what parenthesis is</p> <p>when and why parenthesis is used</p> <p>what subject verb agreement means</p> <p>the spelling patterns to use for the Y5/Y6 spelling words</p>	<p>I know how to:</p> <p>use a variety of subordinating conjunctions (AWHITEBUS) in sentences.</p> <p>use relative clauses to add further detail in sentences.</p> <p>position parenthesis in sentences</p> <p>use brackets and dashes to explain technical vocabulary using parenthesis.</p> <p>use commas to mark clauses.</p> <p>plan writing by identifying the audience and purpose of writing.</p> <p>select the appropriate form of writing when.</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>select appropriate grammar and vocabulary, understanding how choices change and enhance meaning.</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>Inform</p> <p>Non chronological report</p> <p>Recount</p> <p>Newspaper article</p> <p>Clause</p> <p>conjunction</p> <p>Relative clause</p> <p>Relative pronoun</p> <p>Audience</p> <p>Purpose</p> <p>Form</p> <p>Meaning</p> <p>Organisational devices</p> <p>Presentational devices</p> <p>Subject verb agreement</p>	 <p><b>Writing stimulus</b></p> <p>Writing linked to class text.</p> <p>Properties and changes of materials.</p> <p>Ancient Greece.</p> <p><b>Alan Peat sentences</b></p> <p>Noun, who/which/where</p> <p>3 bad – question?</p> <p>P.C.</p> <p>The more, the more</p> <p>Object/ person (aka...)</p> <p>Description, which + simile</p>

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<p><b>Year 6 Autumn 1</b></p>   <p><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>• <b>Non chronological report</b></li> <li>• <b>Recount Letter</b></li> <li>• <b>Newspaper article</b></li> </ul> <p><b>Transcription:</b> <b>Spelling</b> <b>Handwriting</b></p> <p><b>Composition</b> <b>Grammar</b> <b>Punctuation</b></p>	<p><b>I know:</b> the difference between vocabulary and structures appropriate for formal speech and writing.</p> <p>that passive voice can be used to remain formal or detached.</p> <p>headings, subheadings and columns are helpful layout devises.</p> <p>hyphens can be used to avoid ambiguity.</p> <p>That subjunctive mood is a verb form used to refer to a hypothetical scenario or to express a wish, suggestion, or command.</p> <p>A colon can be used to introduce a list.</p> <p>Semi colons can be used to separate items in a list if extra details about the items have been included.</p> <p>Bullet points can be used to separate items in a list.</p> <p>Bullet points help break down a set of key ideas or items so that the reader can see them easily.</p> <p>Bullet points are used in the place of numbers when the items do not need to be listed in a particular order.</p> <p>There is no one correct way of punctuating lists with bullet points, apart from the need for punctuation to be consistent.</p> <p>when it is appropriate to write a precis</p> <p>a precis should contain essential information, retain authors mood and tone and should avoid long sentences.</p> <p>what cohesion is</p> <p>when performing a composition to use appropriate intonation, volume and movement.</p> <p>the spelling patterns to use for the Y5/Y6 spelling words</p>	<p><b>I know how to:</b> select the most appropriate vocabulary and structures for formal speech and writing.</p> <p>use passive voice for formality.</p> <p>use different layout devises (eg headings, subheadings, columns).</p> <p>use hyphens to avoid ambiguity.</p> <p>Use subjunctive mood/ form appropriately.</p> <p>Use a colon to introduce a list and use of semi colons within a list.</p> <p>Use bullet points to list information.</p> <p>Correctly and consistently punctuate bullet points.</p> <p>plan writing by identifying the audience and purpose of writing.</p> <p>select the appropriate form 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>select appropriate grammar and vocabulary, understanding how choices change and enhance meaning.</p> <p>precis longer passages.</p> <p>use a wide range of devises to build cohesion within and across paragraphs.</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>Formal</p> <p>Passive voice Layout</p> <p>Hyphens</p> <p>Subjunctive mood/ form</p> <p>Semi colon</p> <p>Bullet points</p> <p>Audience</p> <p>Purpose</p> <p>Form</p> <p>Meaning</p> <p>Precis</p> <p>Precising</p> <p>Cohesion</p> <p>Organisational devises</p> <p>Presentational devises</p> <p>Subject verb agreement</p> <p>Intonation</p> <p>Volume</p> <p>Movement</p>	 <p><b>Writing stimulus</b></p> <p>Writing linked to class text.</p> <p>Kingdom of Benin</p> <p>Visit to Telford Minster</p> <p><b>Alan Peat sentences</b></p> <p>Irony sentences</p>