











Writing Autumn 2 Medium Term Plan Hollinswood Primary School and Nursery


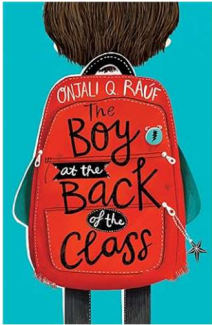
	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked text
<p>Nursery Autumn 2</p>  <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>Things that are written down have a meaning.</p> <p>I can use different tools to make marks (eg fingers, feet, 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>I know how to:</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>Story Time Texts</p> 


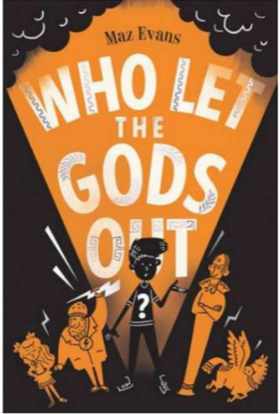
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<p>Reception Autumn 2</p>  <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>That phonemes have corresponding graphemes.</p> <p>I can't always use phonemes to write all words (eg tricky words).</p> <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, 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 s a t p i n m d g o c k ck, e, u, r, h, b, ff, ll, ss</p> <p>Read and write the tricky words 'no', 'go', 'the', 'I', 'into', 'her'.</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>Story Time Texts</p>  <p>Writing stimulus</p> <p>Story Time Texts</p> <p>Letters to Santa</p> <p>Seasons/ senses</p>



	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 1 Autumn 2</p>  <p>Bug Club Phonics</p> <p>Transcription is taught through dictated sentences in phonics.</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: 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>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>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>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>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: 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>Use capital letters for names of people, places, days of the week and personal pronoun I</p> <p>Form lower case letters of the correct size relative to each other.</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>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>Sentence</p> <p>Subject</p> <p>Verb</p> <p>Capital letter</p> <p>Full stop</p> <p>Lower case letter</p> <p>Size</p>	<p>Story Time Texts</p>  <p>Writing stimulus Character and setting descriptions based on the story time books.</p> <p>Description of Thanksgiving</p>

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<p>Year 2 Autumn 2</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>A clause has a subject and a verb.</p> <p>What a conjunction is and how it connects 2 clauses together.</p> <p>An adverb describes a verb.</p> <p>A suffix is added onto the end of the root words.</p> <p>Adjectives can be changed into adverbs by adding the suffixes: -er, -est, -ly</p> <p>That letters can be joined with diagonal and horizontal strokes.</p> <p>the spelling patterns to use for the Y2 spelling words</p>	<p>I know how to:</p> <p>Join to main clauses with a conjunction.</p> <p>Use the coordinating conjunctions and, or, but.</p> <p>Use the subordinating conjunctions when, if, that, because</p> <p>Change adjectives into adverbs by adding the suffixes -er, -est, -ly.</p> <p>Write with little support from an adult.</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>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>Join letters with diagonal and horizontal strokes.</p> <p>Spell and use the words on the Y2 spelling lists in writing.</p>	<p>Conjunction</p> <p>Coordinating conjunction</p> <p>Subordinating conjunction</p> <p>Clause</p> <p>Subject</p> <p>Verb</p> <p>Adverb</p> <p>Root word</p> <p>Suffix</p> <p>Diagonal strokes</p> <p>Horizontal strokes</p>	 <p>Writing stimulus</p> <p>Write about real events.</p> <p>Description of different landmarks in Russia/Crimea and the UK</p>

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<p>Year 3 Autumn 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 proper noun is</p> <p>why proper nouns need capital letters.</p> <p>subordinating conjunctions join an independent and a subordinate clause (using because, after, before, when, although, while in the middle of a sentence)</p> <p>commas mark subordinate clauses.</p> <p>paragraphs are used to group related ideas.</p> <p>a participle is a non-finite verb which can be used as an adjective.</p> <p>that adverbs can end in ly</p> <p>that adverbs can give more information about time (then, next, soon, therefore)</p> <p>that adverbs can give more information about where the verb happened.</p> <p>what speech is in a story.</p> <p>that direct speech is punctuated with inverted commas.</p> <p>the spelling patterns to use for the Y3/Y4 spelling words</p>	<p>I know how to:</p> <p>Demarcate proper nouns with a capital letter</p> <p>use a variety of coordinating and subordinating conjunctions in sentences.</p> <p>use commas to mark subordinate clauses.</p> <p>write in paragraphs to group related ideas.</p> <p>use paragraphs to organise in time sequence.</p> <p>use participial adjectives in sentences.</p> <p>use speech in a story.</p> <p>punctuate direct speech with inverted commas.</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 orally, (inc dialogue) building a variety of vocabulary and sentence structures.</p> <p>write detailed descriptions of a setting and character.</p> <p>develop a plot when writing narrative.</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>Narrative</p> <p>Proper noun</p> <p>Subordinating conjunction</p> <p>Subordinating clause</p> <p>Independent clause</p> <p>Participle</p> <p>Participial adjectives</p> <p>adverbs</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Spanish traditions and culture.</p> <p>Alan Peat sentences</p> <p>2A</p> <p>As _ly sentences (subordinating conjunctions and adverbs)</p> <p>Double ly sentences (adverbs)</p>

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<p>Year 4 Autumn 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>participles can appear as standalone words or as participle phrases.</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>what a prepositional phrase is</p> <p>what a determiner is</p> <p>that a preposition is a word that tells you where or when something is in relation to something else.</p> <p>that adverbials can indicate time, reason, manner and place.</p> <p>that commas are positioned after fronted adverbials.</p> <p>Fronted adverbials begin a sentence.</p> <p>the spelling patterns to use for the Y3/Y4 spelling words</p>	<p>I know how to:</p> <p>write a participial phrase.</p> <p>identify all the elements of an expanded noun phrase.</p> <p>write an expanded noun phrase with all the elements.</p> <p>Write a fronted adverbial that indicated time, reason, manner and place.</p> <p>Mark adverbials with commas.</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 a setting and character</p> <p>develop a plot when writing narrative</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>Narrative</p> <p>Participle</p> <p>Participial phrase</p> <p>Expanded noun phrase</p> <p>Prepositional phrase</p> <p>Determiner</p> <p>Adverbials</p> <p>Fronted Adverbial</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Anglo Saxon Legend (Beowulf)</p> <p>Alan Peat sentences</p> <p>2A sentences</p> <p>Emotion, comma</p>

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<p>Year 5 Autumn 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 adverbials can indicate time (eg later),</p> <p>That adverbials can indicate place (eg nearby)</p> <p>That adverbials can indicate number (eg secondly)</p> <p>That you can link paragraphs using tense choices (he had seen her before)</p> <p>what cohesion means</p> <p>That commas can be used to clarify meaning or avoid ambiguity.</p> <p>Parenthesis is used to add more detail to sentences.</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>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>I know how to:</p> <p>Link ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly) or tense choices (he had seen her before).</p> <p>build cohesion across paragraphs using tense choices.</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Use brackets, dashes, commas to add more detail through parenthesis</p> <p>precis longer passages.</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 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>Consider how authors have developed characters and settings in what they have read, listened to or performed.</p> <p>Describe settings, characters, atmosphere.</p> <p>Spell and use the words on the Y5/6 spelling lists in writing.</p>	<p>Adverbials</p> <p>Adverbials of place</p> <p>Adverbials of time</p> <p>Adverbials of number</p> <p>Tense</p> <p>Ambiguity</p> <p>Parenthesis</p> <p>Precis/ Precising</p> <p>Cohesion</p> <p>Intonation</p> <p>Volume</p> <p>Movement</p> <p>Audience</p> <p>Purpose</p> <p>Form</p> <p>Meaning</p> <p>Organisational devises</p> <p>Presentational devises</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Greek Myths</p> <p>Alan Peat sentences</p> <p>3 _ed</p> <p>Name – adjective pair – sentences</p> <p>Outside (inside)</p> <p>Subject – 3 examples – are all</p>

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<p>Year 6 Autumn 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>What cohesion means</p> <p>What a cohesive devise is</p> <p>That repetition can link ideas across paragraphs.</p> <p>How and when to use ellipses appropriately</p> <p>The 5 types of grammatical cohesion:</p> <ul style="list-style-type: none"> Reference (pronouns) substitution ellipsis conjunction lexical items (the use of repetition) <p>that dialogue can be used to convey character.</p> <p>that dialogue can advance action.</p> <p>An idiom is a group of words that are often used as common expressions. They mean something different from their literal meanings but are often understood due to their popular use.</p> <p>Allusion is a figure of speech, in which an object or circumstance from an unrelated context is referred to covertly or indirectly.</p> <p>An oxymoron is a figure of speech that juxtaposes concepts with opposite meanings within a word or in a phrase that is a self-contradiction.</p> <p>the spelling patterns to use for the Y5/Y6 spelling words</p>	<p>I know how to:</p> <p>Link ideas across a range of paragraphs using a wider range of cohesive devises: repetition or a word or phrase, grammatical connections, ellipses.</p> <p>use dialogue to convey character and advance action.</p> <p>punctuate dialogue correctly.</p> <p>Describe settings, characters and atmosphere using a range of descriptive techniques: expanded noun phrases, personification, simile/ metaphors, allusion, idioms, oxymoron.</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>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>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>Cohesion</p> <p>Cohesive devise</p> <p>Repetition</p> <p>Reference</p> <p>Substitution</p> <p>Ellipsis</p> <p>Conjunction</p> <p>lexical items</p> <p>dialogue</p> <p>allusion</p> <p>idiom</p> <p>oxymoron</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Evolution</p> <p>Alan Peat sentences</p> <p>Action as if (moving story forward with dialogue)</p> <p>Many questions</p> <p>Broken sentences</p> <p>Same word end of 2 sentences</p> <p>Trailing off. So...</p>