




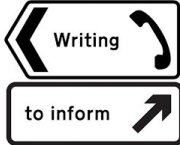

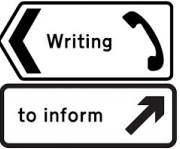
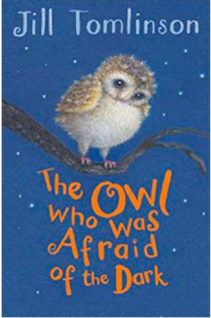




Writing Spring 1 Medium Term Plan Hollinswood Primary School and Nursery


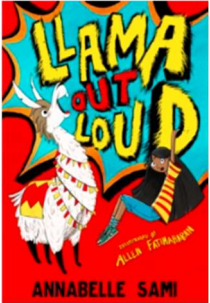
	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Nursery Spring 1</p>  <p>Bug Club Phonics</p> <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>That there is an effect of my actions when I try to make marks.</p> <p>The marks I make 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 1</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>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>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 j v w x y z zz qu ch sh th ng ai ee igh oa oo</p> <p>Read and write the tricky words 'me', 'be', 'he', 'my', 'by', 'she', 'they', 'we', 'are'.</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>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>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>Community Walk – labelling the environment.</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 1 Spring 1</p>   <p>Writing to inform</p> <ul style="list-style-type: none"> • Instructions • Non chronological report • Recount <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know: That phonemes have corresponding graphemes.</p> <p>The corresponding graphemes: aw, au, al, ir, er, ear, ou, oy</p> <p>The coordinating conjunction 'and' can be used to add some more information when joining words.</p> <p>A clause contains a subject and a verb.</p> <p>A sentence can have just one clause, or it can have multiple clauses.</p> <p>If a sentence has multiple clauses, they must contain a related subject.</p> <p>The coordinating conjunction 'and' can be used to join two clauses.</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>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: aw, au, al, ir, er, ear, ou, oy</p> <p>read and spell the tricky words: work, laughed, because, Thursday, Saturday, thirteen, twenty, here, any, many.</p> <p>Use the coordinating conjunction 'and' to join words.</p> <p>Use the coordinating conjunction 'and' to join two clauses.</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 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>Re-read what has been written to check it makes sense.</p> <p>Discuss what has been written with peers and adults.</p>	<p>Coordinating conjunction</p> <p>Clause</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</p> <p>Forest School – information about the seasons.</p> <p>Recount of a local Randlav Valley Walk</p>

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<p>Year 2 Spring 1</p>  <p>Writing to inform</p> <ul style="list-style-type: none"> • Recount-Letter • Instructions/recipe <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>That a letter has a date and address.</p> <p>That a letter starts with a salutation (a word or phrase to begin a letter)</p> <p>That you have to 'sign off' a letter</p> <p>Coordinating conjunctions link 2 main clauses.</p> <p>How the suffixes -ness and -er change the meaning of the root word.</p> <p>What a verb is.</p> <p>When to use a full stop.</p> <p>That capital letters are used for: start of sentences, I, proper nouns.</p> <p>That commas are used to separate items in a list.</p> <p>That past tense verbs have the suffix -ed. (jump – jumped)</p> <p>That past tense verbs have the suffix -ing (was jumping)</p> <p>That verbs change depending on tense (drink – drank)</p> <p>the spelling patterns to use for the Y2 spelling words</p>	<p>I know how to:</p> <p>Write a date and address for a letter.</p> <p>Begin a letter with salutation and end a letter with a sign off.</p> <p>Use the coordinating conjunctions and, or, but to link 2 main clauses.</p> <p>Use noun phrases (adjective before noun) to describe.</p> <p>Include nouns with the suffixes -ness, -er in writing.</p> <p>Identify and use verbs in writing correctly.</p> <p>Use capital letters (inc for the first person I) and full stops correctly when writing.</p> <p>Use commas to separate items in a list.</p> <p>Write in the simple past tense, the past progressive tense, the present tense.</p> <p>Write in the past and present tense and maintain the correct tense throughout a piece 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>Salutation</p> <p>Date</p> <p>Address</p> <p>Sign off</p> <p>Coordinating conjunction</p> <p>Clause</p> <p>Suffix</p> <p>Verb</p> <p>Full stop</p> <p>Capital letter</p> <p>Proper noun</p> <p>Comma</p> <p>Simple Past tense</p> <p>Present tense</p> <p>Past progressive</p>	 <p>Writing stimulus</p> <p>Write about real events</p> <p>Writing linked to whole class text.</p> <p>Recount of Residential trip to Arthog.</p> <p>Recount of Forest School.</p> <p>Alan Peat sentences</p> <p>List sentences</p>

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<p>Year 3 Spring 1</p>  <p>Writing to persuade</p> <ul style="list-style-type: none"> • Persuasive adverts • Persuasive Letters <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know: Imperative verbs are used to convey urgency (commands).</p> <p>That prepositions are used to express time and cause (e.g. before, after, during, in, because of)</p> <p>Where to place an apostrophe in relation to a word.</p> <p>What an apostrophe looks like.</p> <p>That an apostrophe is used to indicate possession.</p> <p>That the apostrophe goes after the s in plural possession.</p> <p>paragraphs are used to group related ideas.</p> <p>what headings and subheadings are used for and when to use them</p> <p>that facts and statistics can be used to persuade.</p> <p>That adjectives can be used positively to persuade.</p> <p>the spelling patterns to use for the Y3/Y4 spelling words.</p>	<p>I know how to: Use imperative verbs to convey urgency when writing a command.</p> <p>Use prepositions to express time and cause.</p> <p>Use a possessive apostrophe with plural nouns.</p> <p>label content with headings and subheadings.</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>Use paragraphs to organise in time sequence.</p> <p>Write in paragraphs to group related ideas.</p> <p>Use facts and statistics in writing.</p> <p>Use adjectives for positive description.</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>Imperative verb</p> <p>Preposition</p> <p>Cause</p> <p>Apostrophe</p> <p>Plural noun</p> <p>Possession</p> <p>Paragraph</p> <p>Heading</p> <p>Subheading</p> <p>Persuade</p> <p>Facts</p> <p>Statistics</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Persuasive letter linked to Thomas Palin.</p> <p>Alan Peat sentences</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 4 Spring 1</p>  <p>Writing to persuade</p> <ul style="list-style-type: none"> Persuasive adverts Persuasive letters Poster <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know: Imperative verbs are used to convey urgency (commands).</p> <p>What a rhetorical question is.</p> <p>A rhetorical question ends with a question mark.</p> <p>The grammatical difference between plural and possessive -s.</p> <p>What possession means.</p> <p>The difference between singular and plural nouns.</p> <p>Where to place an apostrophe to indicate possession for a plural noun..</p> <p>When to use an apostrophe to mark omission for contractions.</p> <p>An exclamatory sentence contains an exclamation or strong emphasis (Oh no!)</p> <p>An exclamatory sentence ends with an exclamation mark.</p> <p>Planned repetition can be used as a persuasive technique.</p> <p>paragraphs are used to group related ideas around a theme.</p> <p>that facts and statistics can be used to persuade.</p> <p>That adjectives can be used positively to persuade.</p> <p>the spelling patterns to use for the Y3/Y4 spelling words.</p>	<p>I know how to: Use imperative verbs to convey urgency.</p> <p>Write rhetorical questions to create a dramatic effect or to make a point rather than to get an answer.</p> <p>Identify the difference between a plural noun and a possessive noun.</p> <p>Use a possessive apostrophe with plural nouns.</p> <p>Write and correctly punctuate an exclamatory sentence.</p> <p>Correctly use an apostrophe to mark singular and plural possession.</p> <p>Correctly mark omission with an apostrophe for contractions.</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>Use planned repetition.</p> <p>Use paragraphs to organise in time sequence.</p> <p>Organise paragraphs around a theme.</p> <p>Use facts and statistics in writing.</p> <p>Use adjectives for positive description.</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>Imperative verb</p> <p>Rhetorical question</p> <p>Plural noun</p> <p>Singular nouns</p> <p>Possessive noun</p> <p>Apostrophe</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Exclamatory sentence</p> <p>Omission</p> <p>Possession</p> <p>Repetition</p> <p>Persuasive technique</p> <p>Statistics</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Thomas Palin (Cinderloo)-Persuasive letter</p> <p>Reasons to Settle-Persuasion</p> <p>Alan Peat sentences</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 5 Spring 1</p>  <p>Writing to persuade</p> <ul style="list-style-type: none"> Persuasive Letters Persuasive advert Speech <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know: Adverbs can indicate degrees of possibility (e.g. perhaps)</p> <p>Modal verbs also indicate degrees of possibility.</p> <p>Modal verbs can change the meaning of other verbs.</p> <p>Modal verbs can express obligation, certainty and ability.</p> <p>Hyperbole is a form of figurative language.</p> <p>Hyperbole is an exaggeration used for emphasis or humour.</p> <p>Paragraphs can be used to structure arguments.</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 means</p> <p>that facts and statistics can be used to persuade.</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: Use adverbs to indicate varying degrees of possibility.</p> <p>Use modal verbs to indicate degrees of possibility.</p> <p>Use hyperbole.</p> <p>Use paragraphs to structure arguments.</p> <p>Plan writing by identifying the audience for and the purpose of writing, selecting the appropriate form and using other similar writing as models for their own (Examine a WAGOLL)</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 some devices to build cohesion across paragraphs (tense choices).</p> <p>plan writing by identifying the audience and purpose of writing.</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>Use facts and statistics in writing.</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>Adverbs</p> <p>Possibility</p> <p>Modal verb</p> <p>Hyperbole</p> <p>Figurative language</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>Organisational devices</p> <p>Presentational devices</p> <p>Statistics</p> <p>Subject verb agreement</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Sustainability and plastics in our world (eco-systems + biomes)</p> <p>Alan Peat sentences</p> <p>2 pairs</p> <p>Getting worse/ getting better sentences</p>

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<p>Year 6 Spring 1</p>  <p>Writing to persuade</p> <p>Writing to persuade</p> <ul style="list-style-type: none"> • Adverts • Letters • Speech <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know: A colon and dash mark the boundary between independent clauses.</p> <p>The difference between vocabulary and structures appropriate for formal speech and writing.</p> <p>The subjunctive form can be used in formal language.</p> <p>The subjunctive form can be used to give advice, to suggest or to recommend something.</p> <p>The subjunctive form often uses the verb to be in an unusual way.</p> <p>Hyperbole is a form of figurative language.</p> <p>Hyperbole is an exaggeration used for emphasis or humour.</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>that facts and statistics can be used to persuade.</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: Use a colon and dash to mark the boundary between independent clauses.</p> <p>Correctly size and place a colon within the line compared to the sizing of other letters and words.</p> <p>Select appropriate vocabulary and structures to write formally.</p> <p>Use hyperbole.</p> <p>Plan writing by identifying the audience for and the purpose of writing, selecting the appropriate form and using other similar writing as models for their own (Examine a WAGOLL)</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 devices to build cohesion within and across paragraphs.</p> <p>plan writing by identifying the audience and purpose of writing.</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>Use facts and statistics in writing.</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>Independent clause</p> <p>Colon</p> <p>Dash</p> <p>Formal writing</p> <p>Subjunctive Form</p> <p>Hyperbole</p> <p>Figurative language</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>Organisational/ Presentational devices</p> <p>Statistics</p> <p>Subject verb agreement</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Substances/ Healthy living</p> <p>Sustainable living and climate change</p> <p>Alan Peat sentences</p> <p>The question is</p> <p>Imagine 3 examples</p> <p>De:de</p> <p>When_; when_; when_, then</p>