




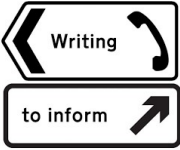

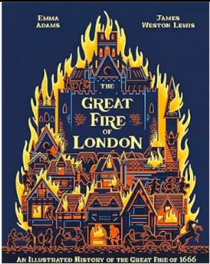


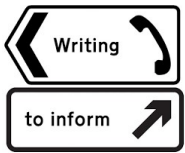

Writing Summer 1 Medium Term Plan Hollinswood Primary School and Nursery




	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Nursery Summer 1</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> 

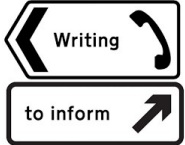
	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Reception Summer 1</p>  <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>A tripod grip is the best way to hold a pencil.</p> <p>Words are written using phonemes.</p> <p>Letters can 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>Chicks and butterfly life cycle.</p> <p>Describing animal habitats.</p>

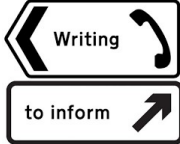
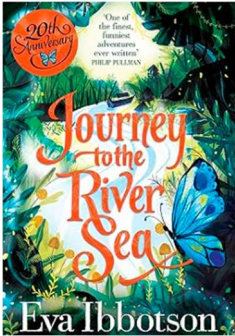
	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 1 Summer 1</p>   <p>Writing to inform</p> <ul style="list-style-type: none"> • Instructions • Non chronological report • Recount <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>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>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>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>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:</p> <p>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>Add s or es to pluralise nouns.</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 present or past 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>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>Single</p> <p>Plural</p>	<p>Story Time Texts</p>  <p>Writing stimulus</p> <p>Information about plants.</p> <p>Information about Florence Nightingale</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 2 Summer 1</p>  <p>to inform </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: Subordinating conjunctions begin a subordinating clause.</p> <p>Subordinating clauses can start a sentence or can end a sentence.</p> <p>When, if, that, because are subordinating conjunctions.</p> <p>A verb is an action or a doing word.</p> <p>Adverbs describe verbs.</p> <p>Adverbs describe how, when, how often and where the verb takes place.</p> <p>Sometimes adverbs end in ly.</p> <p>Question marks are used to punctuate questions.</p> <p>That apostrophes can indicate possession.</p> <p>What possession means.</p> <p>the spelling patterns to use for the Y2 spelling words</p>	<p>I know how to:</p> <p>Write a subordinating clause that starts a sentence.</p> <p>Write a subordinating clause that ends a sentence.</p> <p>Use the subordinating conjunctions when, if, that, because.</p> <p>Use verbs and adverbs in a sentence.</p> <p>Write questions punctuated with a question mark.</p> <p>Use apostrophes to mark singular possession in nouns.</p> <p>Correctly place an apostrophe within the line in comparison to other letters.</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>Subordinating conjunction</p> <p>Subordinating clause</p> <p>Comma</p> <p>Verbs</p> <p>Adverbs</p> <p>Question mark</p> <p>Apostrophe</p> <p>Possession</p> <p>Noun</p>	 <p>Writing stimulus</p> <p>Write about real events.</p> <p>Letter about the great fire of London.</p> <p>Alan Peat sentences</p> <p>All the Ws (would, who, what, why)</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 3 Summer 1</p>  <p>Writing to inform</p> <ul style="list-style-type: none"> • Explanation • Instructions • Newspaper article <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>When a subordinate clause begins a sentence, it has to have a comma after it.</p> <p>When the main clause begins a sentence, there is no comma to separate it from the dependent clause.</p> <p>Exclamation marks mark the end of an exclamation.</p> <p>An exclamation sentence starts with what or how or can be a short phrase (eg ouch! That hurts!)</p> <p>An apostrophe can be used to contract two words into one.</p> <p>An apostrophe looks like this: ‘</p> <p>the spelling patterns to use for the Y3/Y4 spelling words.</p>	<p>I know how to:</p> <p>Write a subordinate clause in a sentence.</p> <p>Use a subordinate clause to build cohesion.</p> <p>Correctly punctuate exclamation sentences.</p> <p>Correctly position an apostrophe to mark an omitted letter, when contracting two words together.</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>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>Subordinate clause</p> <p>Main clause</p> <p>Comma</p> <p>Exclamation mark</p> <p>Exclamation sentence</p> <p>Apostrophe</p> <p>Omission</p> <p>Omitted</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Forest School- how to plant seeds, how to make elderflower pancakes (instructions)</p> <p>Alan Peat sentences</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 4 Summer 1</p>   <p>Writing to inform</p> <ul style="list-style-type: none"> • Recount – diary • Biography • Letter <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p> <p>Sometimes the way people speak is different from the way that formal English is written down.</p> <p>An inflection is a change in the form of a word to show a grammatical function such as a change in tense.</p> <p>Often an inflection is the change in the ending of a word (eg kicked is an inflection of kick.)</p> <p>Sometimes when people speak they use the locally- spoken non standard forms of verb inflections.</p> <p>When writing you should always use Standard English.</p> <p>Standard English is considered the correct form of English as it is grammatically correct and does not use any slang.</p> <p>What an adverb is, conjunction and preposition is</p> <p>Conjunctions, adverbs and prepositions can express time and cause.</p> <p>How the adverbs, conjunctions and prepositions in AWHITEBUS change the meaning of a sentence.</p> <p>Items in a list are separated by a comma.</p> <p>the spelling patterns to use for the Y3/Y4 spelling words.</p>	<p>I know how to:</p> <p>Use standard English forms for verb inflections instead of spoken forms.</p> <p>Use a range of conjunctions, adverbs and prepositions to express time and cause. (AWHITEBUS).</p> <p>Use the conjunctions, adverbs and prepositions: A – Although, after, as Wh – when, whenever, whatever, whether, whereas, which I – if, in order that, in case T – though, til, that E – even though, even if B – because, before U – until, unless S – since</p> <p>Correctly use commas 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>organise paragraphs around a theme.</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>Formal English</p> <p>Verb inflection</p> <p>Nonstandard English</p> <p>Standard English</p> <p>Adverb</p> <p>Conjunction</p> <p>Preposition</p> <p>Time</p> <p>Cause</p> <p>Commas</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Writing linked to Vikings.</p> <p>Forest School- comparison of habitats and microhabitats, how to make natural paint (instructions)</p> <p>Alan Peat sentences</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 5 Summer 1</p>  <p>Writing to inform</p> <ul style="list-style-type: none"> • Biography • Newspaper report • Non chronological report <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know: Relative clauses are a specific type of subordinate clause. They help to add more information to sentences.</p> <p>When you remove the relative clause, the original structure makes sense.</p> <p>A relative clause directly links to the noun which you are describing or modifying – it is relative (related) to it.</p> <p>Relative clause begins with the relative pronouns – who, which, where, whose, that.</p> <p>When to use each relative pronoun:</p> <ul style="list-style-type: none"> • Who - a person or people. • Which - an object, place, animal. • That - an object, place, person. • When - a time. • Where - a place <p>There are 2 types of relative clause:</p> <ul style="list-style-type: none"> • Defining relative clause gives essential information (eg an emperor penguin is an animal that lives in Antarctica) • Non-defining clause gives additional extra non-essential information (Nihal's new computer, which cost him £750, is top of the range). <p>If a relative clause is defining, it does not need a comma.</p> <p>If a relative clause is non defining, it does need to be punctate with commas.</p> <p>a piece of writing needs to maintain one tone (formal/ impersonal) depending on the audience and purpose of writing.</p> <p>the spelling patterns to use for the Y5/Y6 spelling words.</p>	<p>I know how to: Add further information using relative clauses.</p> <p>Correctly punctuate relative clauses.</p> <p>Maintain formal/ impersonal tone.</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>select appropriate grammar and vocabulary, understanding how choices change and enhance meaning.</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>Relative clauses</p> <p>Subordinate clause</p> <p>Modify</p> <p>Relative pronoun</p> <p>Defining</p> <p>Non-defining</p> <p>Comma</p> <p>Tone</p> <p>Audience</p> <p>Purpose</p> <p>Formal</p> <p>Impersonal</p>	 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Explanation text life cycles.</p> <p>Alan Peat sentences</p>

	Substantive knowledge	Disciplinary knowledge	Vocabulary	Linked Text
<p>Year 6 Summer 1</p>  <p>Writing to inform</p> <p>Transcription: Spelling Handwriting</p> <p>Composition Grammar Punctuation</p>	<p>I know:</p>	<p>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>I know how to:</p> <p>Write for a range of purposes, making sure that the language I am choosing shows an understanding of the person reading it.</p> <p>Spell and use the words on the Y5/6 spelling lists in writing.</p>		 <p>Writing stimulus</p> <p>Writing linked to class text.</p> <p>Animals inc humans/living things, circulatory system.</p> <p>Alan Peat sentences</p> <p>All Alan Peat sentences</p>