










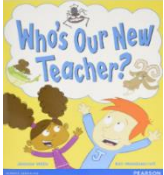

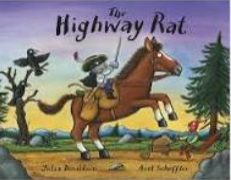


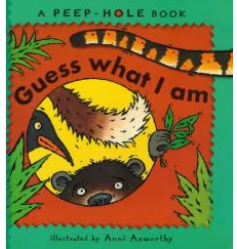
# Writing Whole School Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	 <p><b>Possible writing/fine motor activities:</b></p> <ul style="list-style-type: none"> <li>• Model playdough with busy fingers/make our own busy bodies</li> <li>• Threading</li> <li>• Use tweezers</li> <li>• Mark making with busy hands, fingers and arms</li> <li>• Paint self-portraits</li> <li>• Cooking activities: peeling, chopping fruit, kneading dough, etc.</li> </ul>	 <p><b>Possible mark making/fine motor activities:</b></p> <ul style="list-style-type: none"> <li>• Make rainbow movements using ribbons (gross motor)</li> <li>• Draw/colour in rainbow pictures</li> <li>• Paint rainbows using cotton buds</li> <li>• Draw big rainbows with chalk on blackboard (gross motor)</li> <li>• Cut out and colour in Coloured Monsters</li> <li>• Cooking activities: peeling, chopping fruit, kneading dough, etc.</li> </ul>	 <p><b>Possible mark making/fine motor activities:</b></p> <ul style="list-style-type: none"> <li>• Draw pictures – favourite part of a story</li> <li>• Make puppets -cutting out pictures of favourite story characters and sticking them onto a lollipop stick</li> <li>• Paint pictures of different story characters using paint brushes and cotton buds</li> <li>• Make favourite story characters out of playdough</li> <li>• Cooking activities: peeling, chopping fruit, kneading dough, etc.</li> </ul>	 <p><b>Possible mark making/fine motor activities:</b></p> <ul style="list-style-type: none"> <li>• Make bear masks/puppets (cut out, colour in, stick using masking tape)</li> <li>• Draw and colour pictures of different story characters</li> <li>• Cooking activities: peeling, chopping fruit, kneading dough, etc.</li> </ul>	 <p><b>Possible mark making/fine motor activities:</b></p> <ul style="list-style-type: none"> <li>• Cut out 'The Rainbow Fish' scales</li> <li>• Decorate the Rainbow Fish with scales</li> <li>• Handwriting patterns- trace over wavy, zigzag lines</li> <li>• Cut out wavy/zigzag lines</li> <li>• Fill up jugs with water and empty them</li> <li>• Threading – make octopuses using colanders and pipe cleaners</li> <li>• Paint waves on big sheets of paper using big arm movements</li> <li>• Make pirate hats – cut out/paint/colour</li> <li>• Make pirate masks/puppets (cut/colour in/ stick using masking tape)</li> </ul>	 <p><b>Possible mark making/fine motor activities:</b></p> <ul style="list-style-type: none"> <li>• Make caterpillars out of playdough</li> <li>• Cut out simple shapes, e.g. circles to make caterpillars</li> <li>• Make orange juice squeezing oranges</li> <li>• Handwriting patterns/ holding pencil with 3 fingers</li> <li>• Thread through different fruits (The Very Hungry Caterpillar)</li> </ul>
<p><b>Physical Development (Development Matters) 3 and 4 year olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>• Use a comfortable grip with good control when holding pens and pencils</li> </ul> <p><b>Literacy (Development Matters) 3 and 4 year olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</li> <li>• Write some or all of their name</li> <li>• Write some letters accurately</li> <li>• Show a preference for a dominant hand</li> </ul>						

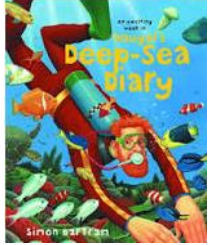
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<p><b>Reception</b></p>	 <p><b>Possible writing/mark making activities:</b></p> <ul style="list-style-type: none"> <li>• Draw &amp; label body posters</li> <li>• Write shopping lists</li> <li>• Thread through fruit templates</li> <li>• Write name</li> <li>• Write instructions for recipes – fruit salad</li> </ul>	 <p><b>Possible writing/mark making activities:</b></p> <ul style="list-style-type: none"> <li>• Write words and captions to describe fireworks</li> <li>• Create class information book about space (draw pictures &amp; label them with words/captions)</li> <li>• Draw and write descriptions of aliens</li> <li>• Write Christmas cards to family &amp; friends</li> </ul>	 <p><b>Possible writing/mark making activities:</b></p> <ul style="list-style-type: none"> <li>• Write party invitations to a dragon ('Dear Dragon' book)</li> <li>• Draw and label castle characters</li> <li>• Write character descriptions</li> <li>• Box up familiar story (create simple story maps – draw and label pictures)</li> <li>• Write apology letters/notes (The Princess and the Dragon book)</li> </ul>	 <p><b>Possible writing/mark making activities:</b></p> <ul style="list-style-type: none"> <li>• Draw and label own story plans/maps</li> <li>• Write instructions</li> <li>• Write descriptions of different settings</li> <li>• Write descriptions of woodland animals/mini-beasts (Class inf. book)</li> <li>• 'Guess who I am' – Woodland animals/mini-beasts- write simple clues</li> </ul>	 <p><b>Possible writing/mark making activities:</b></p> <ul style="list-style-type: none"> <li>• Write descriptions of sea creatures</li> <li>• Draw, label and describe a pirate ship</li> <li>• Write descriptions of a pirate</li> <li>• Write descriptions of pirate treasure</li> <li>• Create own pirate story maps/ beginning to write own stories</li> <li>• 'Guess Who I am' – sea creatures - write simple clues</li> <li>• Draw treasure maps and write instructions</li> </ul>	 <p><b>Possible writing/mark making activities:</b></p> <ul style="list-style-type: none"> <li>• Write descriptions of different geographical places ('The Journey' story)</li> <li>• Write postcards</li> <li>• Write a recount of a local trip</li> <li>• Draw/label 3D map of the local area – using directional language</li> <li>• Write simple stories</li> <li>• 'Incredible Me'- write short descriptions of ourselves for new teacher</li> </ul>
<p><b>Physical Development (Development Matters) Children in Reception will be learning to:</b></p>						
<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently - Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient</li> </ul>						
<p><b>Literacy (Development Matters) Children in Reception will be learning to:</b></p>						
<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>						
<p><b>The Early Learning Goals</b></p>	<p><b>Physical Development Fine Motor Skills ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul> <p><b>Literacy Writing ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others</li> </ul>					




# Writing Whole School Plan

<b>Year 1</b>	 <p style="text-align: center;"><b><u>Writing to Inform</u></b> Labels, Lists and Captions <i>Covered in science and geography</i></p> <ul style="list-style-type: none"> <li>• Leave spaces between words</li> </ul> <p style="text-align: center;"><b><u>Writing to Entertain</u></b> Familiar Settings <i>Alternative local area setting for Who's our new...?</i></p> <ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives</li> <li>• Leave spaces between words</li> <li>• Begin to join words and join clauses using 'and'</li> <li>• Use capital letters at the beginning of sentences</li> <li>• Begin to use capital letters for the names of people and places</li> <li>• Use full stops</li> <li>• Begin to use question marks</li> </ul>	 <p style="text-align: center;"><b><u>Writing to Entertain</u></b> Poetry <i>Animal rhyme, number rhymes/number bond rhyme</i></p> <ul style="list-style-type: none"> <li>• Join words using 'and'</li> </ul> <p style="text-align: center;"><b><u>Writing to Inform</u></b> Recount</p> <ul style="list-style-type: none"> <li>• Join words and join clauses using 'and'</li> <li>• Use capital letters at the beginning of sentences</li> <li>• Use full stops</li> <li>• Use a capital letter for names of places, the days of the week, and the personal pronoun 'I'</li> <li>• Sequence sentences to form short narratives</li> </ul>	 <p style="text-align: center;"><b><u>Writing to Inform</u></b> Character Descriptions <i>Wanted poster</i></p> <ul style="list-style-type: none"> <li>• Use the prefix 'un'</li> <li>• Join words and join clauses using 'and'</li> <li>• Use question marks</li> <li>• Begin to use exclamation marks</li> </ul> <p style="text-align: center;"><b><u>Writing to Inform</u></b> Letter Writing <i>Apology letter from Highway Rat</i></p> <ul style="list-style-type: none"> <li>• Use the prefix 'un'</li> <li>• Use 'ing' where no change is needed in the spelling of root words</li> <li>• Use a capital letter for names of people and the personal pronoun 'I'</li> </ul>	 <p style="text-align: center;"><b><u>Writing to Entertain</u></b> Traditional Tales/ Fairy Tales <i>Retelling and writing own tale based on Three Little Pigs</i></p> <ul style="list-style-type: none"> <li>• Use 'ed' where no change is needed in the spelling of root words (huffed/puffed/climbed)</li> <li>• Sequence sentences to form short narratives</li> <li>• Join words and join clauses using 'and' and begin to use other joining words</li> <li>• Use capital letters at the beginning of sentences</li> <li>• Use full stops</li> <li>• Use question marks</li> <li>• Use a capital letter for the personal pronoun 'I'</li> </ul> <p style="text-align: center;"><b><u>Writing to Inform</u></b> Instructions</p> <ul style="list-style-type: none"> <li>• Use capital letters at the beginning of sentences</li> <li>• Use full stops</li> <li>• Join words and join clauses</li> </ul>	 <p style="text-align: center;"><b><u>Writing to Entertain</u></b> Imaginary Setting Story and Characters <i>Character description and A new fantasy settings Story for Max</i></p> <ul style="list-style-type: none"> <li>• Use 'ed' where no change is needed in the spelling of root words</li> <li>• Sequence sentences to form short narratives</li> <li>• Join words and join clauses using 'and' and other joining words</li> <li>• Use exclamation marks</li> <li>• Use a capital letter for names of people and places</li> </ul>	 <p style="text-align: center;"><b><u>Writing to Inform</u></b> Glossaries and Information Text <i>About animals</i></p> <ul style="list-style-type: none"> <li>• Use the spelling rule for adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Use 'est' and 'er' where no change is needed in the spelling of root words</li> <li>• Join words and join clauses using 'and' and other joining words</li> <li>• Use question marks</li> <li>• Use exclamation marks</li> <li>• Use a capital letter for names of places and the personal pronoun 'I'</li> </ul>
<ul style="list-style-type: none"> <li>• Use phonic knowledge to spell words, spelling some correctly and making phonically-plausible attempts at other</li> <li>• Spell some keywords</li> <li>• Rehearse a sentence orally before writing it</li> <li>• Compose and write sentences independently</li> <li>• Re-read writing to check it makes sense</li> <li>• Discuss writing with teacher or peers</li> <li>• Read written work clearly so that it can be heard by others</li> <li>• Use these terms when discussing their writing: <b>letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark</b></li> </ul>						
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul>						


# Writing Whole School Plan

<p><b>Year 2</b></p>	 <p style="text-align: center;"><b><u>Writing to Entertain</u></b> <b>Familiar Settings</b> <i>Write a new giant story</i></p> <ul style="list-style-type: none"> <li>• Add suffixes to spell longer words (including est)</li> <li>• Write sentences with different forms: statements</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Use present and past tense mostly correctly and consistently</li> <li>• Begin to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) correctly</li> <li>• Use capital letters and full stops mostly correctly</li> </ul>	 <p style="text-align: center;"><b><u>Writing to Inform</u></b> <b>Postcard</b> <i>From Sunny (Fictional)</i></p> <ul style="list-style-type: none"> <li>• Write statement, question and exclamation sentences</li> <li>• Use present and past tense mostly correctly and consistently</li> <li>• Use capital letters and full stops correctly</li> <li>• Use question marks and exclamation marks appropriately</li> <li>• Begin to spell contracted words with apostrophes</li> <li>• Use subordination and co-ordination</li> </ul> <p style="text-align: center;"><b>Information Text and Glossaries</b> <i>African animals</i></p> <ul style="list-style-type: none"> <li>• Write sentences with different forms: statement and question</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Use subordination and co-ordination correctly</li> <li>• Use capital letters and full stops correctly</li> </ul>	 <p style="text-align: center;"><b><u>Writing to Inform</u></b> <b>Recounts</b> <i>Real: Class trip</i> <i>Fictional: Bob's day</i></p> <ul style="list-style-type: none"> <li>• Add suffixes to spell longer words, including 'ment, 'ness, 'ful, 'less, 'ly</li> <li>• Use expanded noun phrases</li> <li>• Use past tense mostly correctly and consistently</li> <li>• Use subordination and co-ordination correctly</li> <li>• Use capital letters and full stops correctly</li> <li>• Spell contracted words</li> </ul> <p style="text-align: center;"><b><u>Writing to Inform</u></b> <b>Instructions</b> <i>Flying potion</i></p> <ul style="list-style-type: none"> <li>• Write sentences with different forms: command</li> <li>• Use capital letters and full stops correctly</li> </ul>	 <p style="text-align: center;"><b><u>Writing to Entertain</u></b> <b>Retelling and writing an alternative traditional tale</b></p> <ul style="list-style-type: none"> <li>• Spell contracted words</li> <li>• Write statement, question, exclamation and command sentences</li> <li>• Use the present and past tenses correctly and consistently</li> <li>• Use subordination and co-ordination correctly</li> <li>• Use question marks and exclamation marks appropriately</li> </ul> <p style="text-align: center;"><b><u>Writing to Inform</u></b> <b>Letter Writing or Wanted Poster</b> <i>e.g. apology letter to the giant</i></p> <ul style="list-style-type: none"> <li>• Write statement, question and exclamation sentences</li> <li>• Use expanded noun phrases</li> <li>• Use the present and past tenses correctly and consistently including the progressive form</li> <li>• Use subordination and co-ordination correctly</li> <li>• Begin to use commas in a list</li> </ul>	 <p style="text-align: center;"><i>and read, listen and respond to poetry by British poets</i></p> <p style="text-align: center;"><b><u>Writing to Entertain</u></b> <b>Character Description</b></p> <ul style="list-style-type: none"> <li>• Spell more contracted words</li> <li>• Begin to use the possessive apostrophe (singular)</li> <li>• Write statement, question and exclamation sentences</li> <li>• Use expanded noun phrases</li> <li>• Use subordination and co-ordination correctly</li> <li>• Use commas in a list</li> <li>• Use question marks and exclamation marks</li> </ul> <p style="text-align: center;"><b><u>Writing to Inform</u></b> <b>Instructions</b> <i>e.g. changing Mr Twit</i></p> <ul style="list-style-type: none"> <li>• Write commands/questions</li> <li>• Use expanded noun phrases</li> </ul> <p style="text-align: center;"><b>Book Review</b></p> <ul style="list-style-type: none"> <li>• Use possessive apostrophe (singular)</li> <li>• Add suffixes</li> <li>• Write sentences with different forms</li> <li>• Use expanded noun phrases</li> <li>• Use subordination and co-ordination correctly</li> </ul>	 <p style="text-align: center;"><b><u>Writing to Inform</u></b> <b>Narrative Diaries/Message in a Bottle</b> <i>Dougal writing from Atlantis</i></p> <p style="text-align: center;"><b>Recount</b> <i>Real: Seaside trip</i></p> <ul style="list-style-type: none"> <li>• Use the possessive apostrophe (singular)</li> <li>• Write sentences with different forms</li> <li>• Use expanded noun phrases</li> <li>• Use the present and past tenses correctly and consistently including the progressive form</li> <li>• Use subordination and co-ordination correctly</li> <li>• Use commas in a list</li> </ul> <p style="text-align: center;"><b><u>Writing to Entertain</u></b> <b>Poetry</b> <i>Pattern, rhyme &amp; description</i></p> <ul style="list-style-type: none"> <li>• Add suffixes to spell longer words, including 'ment, 'ness, 'ful, 'less, 'ly</li> <li>• Use expanded noun phrases</li> </ul>
<ul style="list-style-type: none"> <li>• Plan writing by jotting down ideas and key vocabulary</li> <li>• Make simple additions, revisions and corrections by evaluating writing with peers or teacher</li> <li>• Reread writing to check it makes sense and that verbs have been used correctly</li> <li>• Proofread writing to check for errors or to make improvements in spelling, grammar and punctuation independently or following a conversation with the teacher</li> <li>• Read aloud written work, using appropriate intonation to make the meaning clear</li> <li>• Use and understand the following terms when discussing writing: <b>preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or speech marks)</b></li> </ul>						
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Form lowercase letters of the correct size in most writing</li> <li>• Use diagonal and horizontal strokes to join letters, understanding which are best left unjoined</li> <li>• Write capital letters and digits correctly</li> <li>• Use spacing between words correctly</li> </ul>						

# Writing Whole School Plan

<p><b>Year 3</b></p>	 <p><b><u>Writing to Inform</u></b> <b>Letter</b> <i>From boy in story to parents</i></p> <ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a range of conjunctions, including when, if, because, although</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> </ul> <p><b><u>Historical Information</u></b> <b>Text</b></p> <ul style="list-style-type: none"> <li>Use headings and subheadings to organise texts in non-narrative writing</li> <li>Extend the range of sentences with more than one clause by using a range of conjunctions, including when, if, because, although</li> </ul> <p><b><u>Writing to Entertain</u></b> <b>Acrostic Poem</b></p> <ul style="list-style-type: none"> <li>Discuss similar writing in order to understand and learn from its structure and vocabulary</li> <li>Build varied and rich vocabulary</li> </ul>	 <p><b><u>Writing to Inform</u></b> <b>Narrative Diary Entry</b></p> <ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a range of conjunctions, including when, if, because, although</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> </ul> <p><b><u>Writing to Persuade</u></b> <b>Letter</b> <i>e.g. reducing 'single use' plastic</i></p> <ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a range of conjunctions, including when, if, because, although</li> <li>Use the present perfect form of verbs instead of the simple past</li> <li>Begin to use paragraphs as a way to group related material</li> </ul>	  <p><b><u>Writing to Inform</u></b> <b>Recount of Myth</b> <i>(Romulus and Remus)</i> <b>and</b> <b><u>Writing Own Myth</u></b> <i>(Based on Jupiter and the Bee)</i></p> <ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a range of conjunctions</li> <li>Begin to use paragraphs as a way to group related material</li> <li>Create settings, characters and plots when writing narratives by learning from similar writing</li> <li>Use the present perfect form of verbs instead of the simple past</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Begin to use inverted commas to punctuate direct speech</li> <li>Begin to use 'a' or 'an' correctly, according if the next word begins with a vowel or a consonant</li> </ul>	 <p><b><u>Writing to Entertain</u></b> <b>Mystery Story</b></p> <ul style="list-style-type: none"> <li>Begin to use paragraphs</li> <li>Extend the range of sentences with more than one clause by using a range of conjunctions</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Begin to use inverted commas to punctuate direct speech</li> <li>Create settings, characters and plots when writing narratives by learning from similar writing</li> <li>Use 'a' or 'an' correctly</li> </ul> <p><b><u>Writing to Inform</u></b> <b>Information Text</b> <i>Brochure/information leaflet about Antarctica</i></p> <ul style="list-style-type: none"> <li>Use headings and subheadings to organise texts in non-narrative writing</li> <li>Extend the range of sentences with more than one clause by using a range of conjunctions</li> <li>Use the present perfect form of verbs in contrast to the past tense</li> </ul>	 <p><b><u>Writing to Entertain</u></b> <b>Traditional Tale</b></p> <ul style="list-style-type: none"> <li>Use paragraphs as a way to group related material</li> <li>Extend the range of sentences with more than one clause by using a range of conjunctions</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Use inverted commas to punctuate direct speech</li> <li>Create settings, characters and plots when writing narratives</li> <li>Use 'a' or 'an' correctly, according if the next word begins with a vowel or a consonant</li> </ul>	 <p><b><u>Writing to Entertain</u></b> <b>Adventure Story</b></p> <ul style="list-style-type: none"> <li>Use paragraphs as a way to group related material</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Use and punctuate direct speech</li> <li>Create settings, characters and plots when writing narratives</li> </ul> <p><b><u>Cinquain Poem</u></b> <i>e.g. describing characters or setting</i></p> <ul style="list-style-type: none"> <li>Discuss similar writing in order to understand and learn from its structure and vocabulary</li> <li>Build varied and rich vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>Plan writing by discussing similar writing in order to understand and learn from its structure and vocabulary/Plan writing by discussing and recording ideas</li> <li>Compose and rehearse sentences orally, building varied and rich vocabulary and an increasing range of sentence structures</li> <li>Evaluate and edit writing by assessing effectiveness</li> <li>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</li> <li>Proof-read for spelling errors and punctuation, including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</li> <li>Read writing aloud to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>Use and understand the following terms accurately and appropriately when discussing writing: <b>determiner; pronoun, possessive pronoun; and adverbial</b></li> </ul>						
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters are best left unjoined</li> <li>Increase the legibility, consistency and quality of handwriting, e.g. by beginning to ensure the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so the ascenders and descenders of letters do not touch</li> </ul>						

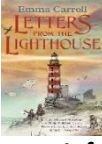

# Writing Whole School Plan

<p><b>Year 4</b></p>	 <p><b><u>Writing to Entertain</u></b> <i>From a character's perspective</i></p> <ul style="list-style-type: none"> <li>• Organise paragraphs</li> <li>• When creating settings, characters and plot consider the audience and purpose</li> <li>• Use standard English forms for verb inflections</li> <li>• Use a wider range of conjunctions</li> <li>• Begin to use noun phrases expanded by the addition of modifying adjectives and nouns</li> <li>• Use fronted adverbials</li> <li>• Begin to use commas after fronted adverbials</li> <li>• Begin to use apostrophes to mark plural possession</li> <li>• Use inverted commas and begin to use other punctuation to indicate direct speech</li> </ul> <p><b><u>Writing to Entertain</u></b> <b>Poetry</b> <i>Lemn Sisay – Let there be peace</i></p> <ul style="list-style-type: none"> <li>• Begin to make the appropriate choice of noun or pronoun to aid cohesion and avoid repetition</li> </ul>	 <p><b><u>Writing to Entertain</u></b> <b>Narrative</b> <i>After leaving the rainforest</i></p> <ul style="list-style-type: none"> <li>• Organise paragraphs</li> <li>• When creating settings, characters and plot consider the audience and purpose</li> <li>• Use a wider range of conjunctions</li> <li>• Begin to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• Begin to make the appropriate choice of noun or pronoun to aid cohesion and avoid repetition</li> <li>• Use commas after fronted adverbials</li> <li>• Use apostrophes to mark plural possession</li> <li>• Use inverted commas and other punctuation to indicate direct speech</li> </ul> <p><b><u>Writing to Persuade</u></b> <b>Persuasive letter</b> <i>about rainforests</i></p> <ul style="list-style-type: none"> <li>• Organise paragraphs</li> <li>• Use a wider range of conjunctions</li> <li>• Use commas after fronted adverbials</li> <li>• Use apostrophes to mark plural possession</li> </ul>	 <p><b><u>Writing to inform</u></b> <b>Informal Letter from Character/ Diary Entry</b> <i>Vanishing glass</i></p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>• Use commas after fronted adverbials</li> <li>• Use apostrophes to mark plural possession</li> </ul> <p><b>Formal Letter</b> <i>Complaint from Mr Dursley to Dumbledore – The Letters from No-one</i></p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>• Make the appropriate choice of noun or pronoun to aid cohesion and avoid repetition</li> <li>• Use commas after fronted adverbials</li> <li>• Use apostrophes to mark plural possession</li> <li>• Use standard English forms for verb inflections instead of local spoken forms</li> </ul>	 <p><b><u>Writing to Entertain</u></b> <b>Retelling of battle</b> <i>Narrative</i></p> <ul style="list-style-type: none"> <li>• Organise paragraphs around a theme</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>• Use commas after fronted adverbials</li> <li>• Use inverted commas and other punctuation correctly and consistently to indicate direct speech</li> </ul> <p><b><u>Writing to inform</u></b> <b>Letter Writing</b> <i>Letter from father to son asking when returning</i></p> <ul style="list-style-type: none"> <li>• Organise paragraphs around a theme</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>• Make the appropriate choice of noun or pronoun to aid cohesion and avoid repetition</li> <li>• Use commas after fronted adverbials correctly</li> </ul>	 <p><b><u>Writing to inform</u></b> <b>Non-chronological report</b></p> <ul style="list-style-type: none"> <li>• Use simple organisational devices in non-narrative writing</li> <li>• Organise paragraphs around a theme</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• Use commas after fronted adverbials correctly</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>• Use apostrophes to mark plural possession</li> </ul>	 <p><b><u>Writing to Inform</u></b> <b>Recount</b></p> <ul style="list-style-type: none"> <li>• Organise paragraphs around a theme</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• Use standard English forms for verb inflections instead of local spoken forms</li> <li>• Use commas after fronted adverbials correctly</li> </ul> <p><b>Biography</b> <i>e.g. character from John Lewis advert</i></p> <ul style="list-style-type: none"> <li>• Organise paragraphs around a theme</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>• Use apostrophes to mark plural possession</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> </ul>
<ul style="list-style-type: none"> <li>• Plan writing by discussing similar writing in order to understand and learn from its structure, vocabulary and grammar/Plan writing by discussing and recording ideas</li> <li>• Compose and rehearse sentences orally (including dialogue), building varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Evaluate and edit by assessing the effectiveness of own and others' writing and suggest improvements</li> <li>• Evaluate and edit writing by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</li> <li>• Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</li> <li>• Confidently read writing aloud to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• Use and understand the following terms accurately and appropriately when discussing writing: <b>determiner; pronoun, possessive pronoun; and adverbial</b></li> </ul>						
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined</li> <li>• Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>						

# Writing Whole School Plan

<b>Year 5</b>							
	<p style="text-align: center;"><b>Writing to Inform</b> <b>Letter writing and Diary Entry</b></p> <ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary</li> <li>• Use devices to build cohesion across paragraphs, e.g. then, after that, firstly</li> <li>• Link ideas across paragraphs using adverbials of time, place, number or tense</li> <li>• Use different verb forms, with consideration for audience and purpose</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that,</li> <li>• Indicate degrees of possibility using adverbs</li> </ul>	<p style="text-align: center;"><b>Writing to Entertain</b> <b>Myths and Legends</b> <i>British</i></p> <ul style="list-style-type: none"> <li>• Use devices to build cohesion across and within a paragraph</li> <li>• Link ideas across paragraphs using adverbials of time, place, number or tense choices</li> <li>• Describe settings, characters and atmosphere</li> <li>• Write longer paragraphs</li> <li>• Use expanded noun phrases to express information concisely</li> </ul> <p style="text-align: center;"><b>Writing to Persuade</b> <b>Report</b> <i>Was Robin Hood a villain or hero?</i></p> <ul style="list-style-type: none"> <li>• Link ideas across paragraphs using adverbials of time, place, number or tense, e.g. secondly</li> <li>• Use further organisational and presentational devices e.g. headings, bullet points, underlining</li> <li>• Indicate degrees of possibility using adverbs or modal verbs</li> <li>• Use relative clauses</li> </ul>	<p style="text-align: center;"><b>Writing to Entertain</b> <b>Retelling a Greek Myth</b></p> <ul style="list-style-type: none"> <li>• Link ideas across paragraphs using adverbials of time, place, number or tense</li> <li>• Use devices to build cohesion within and across sentences and paragraphs</li> <li>• Describe settings, characters and atmosphere and begin to integrate dialogue to convey character</li> <li>• Use expanded noun phrases to express information concisely</li> </ul> <p style="text-align: center;"><b>Writing to Inform</b> <b>Job Description/Advert</b></p> <ul style="list-style-type: none"> <li>• Use different verb forms, mostly accurate with consideration for audience and purpose</li> <li>• Indicate degrees of possibility using adverbs, e.g. perhaps, surely or modal verbs, e.g. might, should, will, must</li> <li>• Use brackets to indicate parenthesis</li> <li>• Use commas to clarify meaning or avoid ambiguity</li> </ul>	<p style="text-align: center;"><b>Writing to Inform</b> <b>First Person Recount</b></p> <ul style="list-style-type: none"> <li>• Use devices to build cohesion within and across sentences and paragraphs</li> <li>• Link ideas across paragraphs</li> <li>• Use expanded noun phrases to express information concisely</li> <li>• Ensure correct use of tense</li> <li>• Use relative clauses</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> </ul> <p style="text-align: center;"><b>Writing to persuade</b> <b>Persuasive report</b> <i>Shark finning</i></p> <ul style="list-style-type: none"> <li>• Use different verb forms, mostly accurate with consideration for audience and purpose</li> <li>• Indicate degrees of possibility using adverbs or modal verbs</li> <li>• Use relative clauses or an omitted relative pronoun</li> <li>• Use further organisational and presentational devices</li> <li>• Use commas to clarify meaning or avoid ambiguity</li> </ul>	<p style="text-align: center;"><b>Writing to Entertain</b> <b>Mystery and Suspense Story</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to express information concisely</li> <li>• Select appropriate grammar and vocabulary</li> <li>• Link ideas across paragraphs using adverbials of time, place, number or tense</li> <li>• Use devices to build cohesion within and across sentences and paragraphs</li> <li>• Describe settings, characters and atmosphere and integrate dialogue to convey character</li> </ul> <p style="text-align: center;"><b>Writing to Inform</b> <b>Biography</b> <i>Link to science topic</i></p> <ul style="list-style-type: none"> <li>• Use further organisational and presentational devices e.g. headings, bullet points, underlining</li> <li>• Use commas to clarify meaning or avoid ambiguity</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<p style="text-align: center;"><b>Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>• Write longer paragraphs</li> <li>• Use expanded noun phrases to express information concisely</li> <li>• Select appropriate grammar and vocabulary</li> <li>• Link ideas across paragraphs using adverbials of time, place, number or tense</li> <li>• Use devices to build cohesion within and across sentences and paragraphs</li> <li>• Describe settings, characters and atmosphere and integrate dialogue to convey character</li> <li>• Use commas to clarify meaning or avoid ambiguity</li> </ul> <p style="text-align: center;"><b>Writing to Entertain</b> <b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary</li> <li>• Use expanded noun phrases to express information concisely</li> </ul>	
	<ul style="list-style-type: none"> <li>• Plan writing by identifying the audience and purpose and using other similar writing as models</li> <li>• Plan writing by noting and developing initial ideas, drawing on reading where necessary/Plan narrative writing by considering how authors have developed settings and characters</li> <li>• Assess the effectiveness of own and others' writing</li> <li>• Edit vocabulary, grammar and punctuation to enhance effects and clarify meaning in writing</li> <li>• Evaluate and edit writing to ensure mostly correct use of tense/Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech/writing</li> <li>• Proof-read for age-appropriate spelling and punctuation errors</li> <li>• Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> <li>• Use and understand the following terms accurately and appropriately when discussing writing: <b>modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</b></li> </ul>						
	<p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>• Write increasingly legibly, fluently and with increasing speed through deciding whether or not to join specific letters</li> </ul>						

# Writing Whole School Plan

<b>Year 6</b>	 <p style="text-align: center;"><b><u>Writing to Inform</u></b> <b>Missing Person's Report</b> and <b>Diary entry</b></p> <ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary, understanding how some choices can enhance meaning</li> <li>• Use the passive to affect the presentation of information in a sentence</li> <li>• Use expanded noun phrases to express complicated information concisely</li> <li>• Link ideas within and across paragraphs using a range of cohesive devices</li> <li>• Understand the difference between structures typical of informal speech or writing and those appropriate for formal</li> </ul> <p style="text-align: center;"><b><u>Writing to Discuss</u></b> <b>Balanced argument</b></p> <ul style="list-style-type: none"> <li>• Exercise secure control over use of formal grammar/vocabulary</li> <li>• Use layout devices to structure writing (headings, subheadings, bullet points)</li> </ul>	 <p style="text-align: center;"><b><u>Writing to Inform</u></b> <b>Biography</b></p> <ul style="list-style-type: none"> <li>• Use organisational and presentational devices to structure text and to guide the reader, e.g. headings, sub-headings, columns, bullets or tables</li> <li>• Exercise secure and conscious control over use of formal grammar and vocabulary</li> <li>• Link ideas within and across paragraphs using a wider range of cohesive devices</li> </ul> <p style="text-align: center;"><b><u>Writing to Entertain</u></b> <b>Poetry</b> <i>War poem</i></p> <ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary, understanding how some choices can change and enhance meaning</li> <li>• Use expanded noun phrases to express complicated information concisely</li> </ul>	  <p style="text-align: center;"><b><u>Writing to Entertain</u></b> <b>Narrative</b> <i>Retelling Macbeth</i></p> <ul style="list-style-type: none"> <li>• Describe settings, characters and atmosphere in narratives</li> <li>• Integrate dialogue to convey character/advance action</li> <li>• Understand how words are related by meaning as synonyms and antonyms</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, grammatical connections and ellipsis)</li> </ul> <p style="text-align: center;"><b><u>Writing to Inform</u></b> <b>Letter</b> <i>Problem from a character's perspective in Macbeth</i></p> <ul style="list-style-type: none"> <li>• Use the passive to affect the presentation of information in a sentence, e.g. <i>I broke the window/The window was broken (by me)</i></li> <li>• Select appropriate grammar and vocab, understanding how choices change/enhance meaning</li> </ul>	  <p style="text-align: center;"><b><u>Writing to Persuade</u></b> <b>Persuasive speech</b> <i>Who is the guiltiest in Macbeth?</i></p> <ul style="list-style-type: none"> <li>• Exercise secure &amp; conscious control over use of formal grammar and vocabulary</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, grammatical connections and ellipsis)</li> </ul> <p style="text-align: center;"><b><u>Writing to Inform</u></b> <b>Non-chronological report</b> <i>Mythical creature, e.g. giant</i></p> <ul style="list-style-type: none"> <li>• Use organisational and presentational devices to structure text and to guide the reader</li> <li>• Use semi-colons, colons and dashes</li> <li>• Use a colon to introduce a list and semi-colons within a list</li> <li>• Understand how hyphens can be used to avoid ambiguity, e.g. <i>man eating shark/man-eating shark</i></li> </ul>	 <p style="text-align: center;"><b><u>Writing to Entertain</u></b> <b>Extended narrative</b></p> <ul style="list-style-type: none"> <li>• Link ideas across paragraphs using a wider range of cohesive devices</li> <li>• Describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> </ul> <p style="text-align: center;"><b><u>Writing to Entertain</u></b> <b>Descriptive writing</b> <i>Literacy Shed</i></p> <ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary, understanding how some choices can change and enhance meaning</li> <li>• Use semi-colons, colons and dashes</li> <li>• Understand how hyphens can be used to avoid ambiguity</li> <li>• Understand how words are related by meaning as synonyms and antonyms</li> </ul>	 <p style="text-align: center;"><b><u>Writing to Inform</u></b> <b>Instructional writing</b></p> <ul style="list-style-type: none"> <li>• Use organisational and presentational devices to structure text and to guide the reader, e.g. headings, sub-headings, columns, bullets or tables</li> <li>• Use semi-colons, colons and dashes</li> <li>• Use a colon to introduce a list and semi-colons within a list</li> </ul>
<ul style="list-style-type: none"> <li>• Plan writing by identifying the audience and purpose and effectively selecting the appropriate form/Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing</li> <li>• Plan writing by noting and developing initial ideas, drawing on reading and research where necessary/Plan narrative writing through reasoned consideration of how authors have developed characters and settings independently on reading</li> <li>• Assess the effectiveness of own and others' writing with reasoning</li> <li>• Edit writing with reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Proof-read for age-appropriate spelling and punctuation errors</li> <li>• Ensure consistent and correct use of tense throughout a piece of writing when editing /Edit to ensure correct subject and verb agreement when using singular and plural</li> <li>• Confidently perform own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> <li>• Use and understand the following terms: <b>subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points</b></li> </ul>						
<p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined</li> <li>• Write legibly, fluently and with increased speed by choosing the writing implement that is best suited for a task</li> </ul>						