

English Long Term Planning - Writing

Rationale:

Children should be provided with opportunities to read and share examples of a range of genres in each year group. Where a genre has been taught in a previous year group, staff must refer to the school progression document to ensure they are building upon the skills previously taught. Whole class feedback sheets should also be used to inform where objectives are secure and further teaching opportunities need to be provided.

The expectation is that the learning objective is taught and then this is applied in the context of a relevant genre. Opportunities should be provided for children to work with the genre being covered by looking at range of examples in order to develop an understanding of the structure and language used to create steps to success for writing. Using an example of a WAGOLL (What a good one looks like) for the writing genre being taught, children will be taught about the features of that type of writing.

Staff will model writing an example of the text through a shared writing process. Children will be able to edit and redraft their own writing following feedback from whole class marking. The expectation is that children build up to a quality piece of writing from the teaching of the relevant National Curriculum objectives for spelling, grammar, composition, planning and editing and redrafting.

Children are provided with opportunities to write in ways which are purposeful, ambitious and imaginative with a clear understanding of purpose and audience.

Year 1

Context for learning	<ul style="list-style-type: none"> • Labels, lists and captions • Simple narratives- familiar setting, stories with predictable phrasing, traditional tales • Instructions • Poetry- choral and acrostic • Recount- real event eg. visit • Letter- informal • Report- simple sentences
Spelling	<p>Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.</p> <p>Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. • Using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words. <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>
Vocabulary, punctuation and grammar	<p>Develop understanding of grammar by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <p>New terminology to be introduced:</p> <ul style="list-style-type: none"> word • sentence • letter • capital letter • full stop • punctuation

	<ul style="list-style-type: none"> • singular • plural • question mark • exclamation mark
Composition	<p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about. • composing a sentence orally before writing it. • sequencing sentences to form short narratives. • re-reading what they have written to check that it makes sense. <p>Discuss what they have written with the teacher or other pupils. Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>
Handwriting and presentation	<p>Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise.</p>

Year 2

Context for learning	<ul style="list-style-type: none"> • narratives about personal experiences and those of others (real and fictional) • character descriptions • diaries • poetry • non-chronological reports • instructions
Composition	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about. • writing down ideas and/or key words, including new vocabulary. • encapsulating what they want to say, sentence by sentence. <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils. • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
Vocabulary, grammar, punctuation	<p>Learning how to use both familiar and new punctuation correctly ,including:</p> <ul style="list-style-type: none"> • full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). <p>Learn how to use:</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command. • expanded noun phrases to describe and specify. • the present and past tenses correctly and consistently including the progressive form. • subordination (using when, if, that, or because) and co-ordination (using or, and, or but). • some features of written Standard English. <p>New terminology to be introduced: verb</p> <ul style="list-style-type: none"> • tense (past, present)

	<ul style="list-style-type: none"> • adjective • noun • noun phrase • adverb • statement • question • exclamation • command • apostrophe • comma • compound • suffix
Spelling	<p>Spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. • learning to spell common exception words. • learning to spell more words with contracted forms. • learning the possessive apostrophe (singular). • distinguishing between homophones and near-homophones. <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
Handwriting and presentation	<p>Handwriting and Presentation</p> <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Use spacing between words that reflects the size of the letters.

Year 3

Context for learning	instructions narrative with dialogue diary letters- formal and informal newspaper poetry- shape and performance persuasive adverts and leaflets discussion texts
Composition	Plan their writing by: <ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.• discussing and recording ideas. Draft and write by: <ul style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.• organising paragraphs around a theme.• in narratives, creating settings, characters and plot.• in non-narrative material, using simple organisational devices. Evaluate and edit by: <ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.• Proofread for spelling and punctuation errors. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

<p>Vocabulary, Grammar and Punctuation</p>	<p>Develop their understanding of the grammar concepts by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • using the present perfect form of verbs in contrast to the past tense. • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • using conjunctions, adverbs and prepositions to express time and cause. • using fronted adverbials. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials. • indicating possession by using the possessive apostrophe with singular and plural nouns. • using and punctuating direct speech. <p>Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.</p> <p>New terminology to be introduced:</p> <p>word family</p> <ul style="list-style-type: none"> • conjunction • adverb • preposition • direct speech • inverted commas (or speech marks) • prefix • consonant • vowel • clause • subordinate clause
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Spelling	<ul style="list-style-type: none">• Use further prefixes and suffixes and understand how to add them.• Spell further homophones-Spell words that are often misspelt (English Appendix 1.• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.• Use the first 2 or 3 letters of a word to check its spelling in a dictionary.• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.• Use dictionaries to check the spelling and meaning of words.• Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.• Use a thesaurus.
Handwriting and presentation	<ul style="list-style-type: none">• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.• Increase the legibility, consistency and quality of their handwriting.

Year 4

Context for learning	narrative with dialogue narrative- stories from other cultures/ myths and legends diaries non chronological reports poetry letters to persuade persuasive leaflet explanation balanced discussion text
Composition	<p>Plan their writing by:</p> <ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.• discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.• organising paragraphs around a theme.• in narratives, creating settings, characters and plot.• in non-narrative material, using simple organisational devices. <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing and suggesting improvements.• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. <p>Proofread for spelling and punctuation errors. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>

<p>Vocabulary, grammar and punctuation</p>	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • using the present perfect form of verbs in contrast to the past tense. • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • using conjunctions, adverbs and prepositions to express time and cause. • using fronted adverbials. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials. • indicating possession by using the possessive apostrophe with singular and plural nouns. • using and punctuating direct speech. <p>Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.</p> <p>New terminology to be introduced:</p> <p>relative clause</p> <ul style="list-style-type: none"> • modal verb • relative pronoun • parenthesis • bracket • dash • cohesion • ambiguity
<p>Spelling</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>

Handwriting and presentation	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting.
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Year 5

Context for learning	<p>diary balanced discussion explanation poetry narrative- myths and legends leaflet to persuade reports formal and informal letters</p>
Composition	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • noting and developing initial ideas, drawing on reading and research where necessary. • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • précising longer passages. • using a wide range of devices to build cohesion within and across paragraphs. • using further organisational and presentational devices to structure text and to guide the reader. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing.
Vocabulary, grammar and punctuation	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • using passive verbs to affect the presentation of information in a sentence. • using the perfect form of verbs to mark relationships of time and cause. • using expanded noun phrases to convey complicated information concisely.

	<ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility. • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. • learning the grammar for years 5 and 6 in Appendix 2. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing. • using hyphens to avoid ambiguity. • using brackets, dashes or commas to indicate parenthesis. • using semicolons, colons or dashes to mark boundaries between independent clauses. • using a colon to introduce a list. • punctuating bullet points consistently. <p>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p>New terminology to be introduced:</p> <p>relative clause</p> <ul style="list-style-type: none"> • modal verb • relative pronoun • parenthesis • bracket • dash • cohesion • ambiguity
Spelling	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters. • continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.

Handwriting and presentation	Pupils should be taught to write legibly , fluently and with increasing speed by: <ul data-bbox="896 223 2016 295" style="list-style-type: none">• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.
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Year 6

Context for learning	Children will cover a range of genres but will be taught to choose their own genre to match the learning objective with an understanding of purpose and audience for writing.
Composition	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • noting and developing initial ideas, drawing on reading and research where necessary. • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • précising longer passages. • using a wide range of devices to build cohesion within and across paragraphs. • using further organisational and presentational devices to structure text and to guide the reader. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing. • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • ensuring the consistent and correct use of tense throughout a piece of writing. • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. <p>Proofread for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
Vocabulary, punctuation and grammar	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

	<ul style="list-style-type: none"> • using passive verbs to affect the presentation of information in a sentence. • using the perfect form of verbs to mark relationships of time and cause. • using expanded noun phrases to convey complicated information concisely. • using modal verbs or adverbs to indicate degrees of possibility. • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. • learning the grammar for years 5 and 6 in Appendix 2. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing. • using hyphens to avoid ambiguity. • using brackets, dashes or commas to indicate parenthesis. • using semicolons, colons or dashes to mark boundaries between independent clauses. • using a colon to introduce a list. • punctuating bullet points consistently. <p>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p>New terminology to be taught: active and passive voice</p> <ul style="list-style-type: none"> • subject and object • hyphen • synonym • antonym • colon • semi-colon • bullet points • ellipsis
Spelling	<p>Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1. Use dictionaries to check the spelling and meaning of words</p>

	<p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.</p>
Handwriting and presentation	<p>Pupils should be taught to write legibly , fluently and with increasing speed by:</p> <ul style="list-style-type: none">• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.• choosing the writing implement that is best suited for a task.