

English Long Term Plan - Writing

2024 – 25 (updated Nov 2024)



Archbishop Runcie CE First School

Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world.

In light of our ever changing community, we seek to develop [love and determination](#) and, in doing so, enable everyone associated with our school to experience life in all its fullness, as promised by Jesus.

Current Mission

Inspired by the parable of the lost sheep, our mission is to enable everyone within our school community to flourish through our unconditional [love and determination](#), as demonstrated by the good shepherd. We are reminded that every single member of our school community is equally valued and loved in the image of God.



Vision

In 1 Corinthians 16:13-14, Paul urged the church in Corinth to:

**Be courageous; be strong.
Do everything in love.**

This epistle helps us understand;

- that God's love sets self aside, over and over, endlessly, for the good of others.
- that our thoughts and deeds should spring from, and be done, in [love](#) and with strength and courage – referred to as [determination](#).

Values

Rooted in the epistle above, the Christian values of [love and determination](#) are at the core of teaching and culture within the school.

Intent

Language is the bedrock of thinking and learning and we know, 'If it's important, we should teach it.' Language development is, therefore, a priority in our curriculum. In recent years, children are starting our Nursery and Reception classes with delayed communication and language, poor self-help skills and emotional difficulties that have, often, not been identified earlier. As such, we have made adjustments to our curriculum to take account of these difficulties. The most recent adjustments have taken place in readiness for implementation in September 2024.

Our revised English curriculum emphasises language development for all children. Staff make sure that every child takes part in conversations with adults regularly in order to learn conversational language structures, which they were then able to use with others. Children are given more opportunities to listen to stories, sing songs and nursery rhymes. We do not accept that children will 'catch up later' but that they must keep up now.

In order to write, children need to be able to compose orally (that is, to say out loud what they want to write). They also need to know how to spell, form letters and punctuate correctly. Our curriculum intends to sequence this knowledge coherently and sequentially in order to avoid children being complex writing tasks before they have secured the foundations for writing (e.g. letter formation, applying their phonic knowledge to form recognisable words). Attention is given to foundational knowledge, such as spelling, handwriting and orally composing sentences, which allows children to successfully compose pieces of extended, independent writing in Key Stage 2.

By the end of Year 2, we aim for children to be enthusiastic, independent writers. 'What do we want children to learn?' rather than 'What do we want children to do?'

At Archbishop Runcie CE First School, we aim for children, through an excellent writing education, to be able to:

- acquire a wide vocabulary and
- develop an explicit understanding of grammar and knowledge of conventions for writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn, elaborating and explaining their ideas

From our experience and knowledge of our children, we have identified several "habits" that need to be undone. These habits include incorrect letter formation due to handwriting primarily being taught within phonics lessons. From Autumn 2024, we have had a renewed focus on letter formation and handwriting and staff intent to address this "non-negotiable" across all written work to eradicate incorrect letter formation by Spring 2025. We intend for all pupils to have strong, well embedded handwriting by the end of KS1. Our curriculum intends to set out clearly the important knowledge that children need to learn and for staff to emphasise it in their teaching, for example errors in spelling or inaccurate letter formation.

The teaching of our writing is supported by a variety of materials; this includes:

- Read Write Inc. Phonics as our scheme to teach systematic synthetic phonics. This includes the use of Get Writing.

- Ed Shed (Spelling Shed) to ensure coverage of the spelling patterns in Key Stage 1 and 2 in addition to the Common Exception Words from the National Curriculum appendix 1,
- Penpals for Handwriting to teach letter formation “families” and handwriting, including joins.
- The Write Stuff is used to support elements of teaching within fiction units e.g. writing effective sentences, expanding vocabulary and improving sentence structure. It is not used in its entirety as it is too scaffolded and does not allow children sufficient independence within their writing.

Our children are taught routines that help them take part in learning, such as turning to talk to a partner or routinely repeating letter sounds, key words and phrases, which help them to focus on and remember what they are learning. This reduces cognitive load, because they do not need to use working memory to anticipate what might happen next: they are familiar with the lesson’s structure, routines and opportunities for repetition.

Implementation

Early Writing

In Early Years, staff understand that children need to develop their fine motor skills, strengthen their fingers and engage in mark making before learning to form the basic letter shapes. Emergent writing is children’s first attempts at the writing process. Children are encouraged to create drawings and symbolic markings that represent their thoughts and ideas. Staff develop children’s conceptual knowledge to enable them to understand writing has a purpose and print is meaningful. This enables children to develop the mechanics of forming letters and name writing.

Children in Nursery have multiple opportunities throughout the day to develop fine motors skills and finger dexterity and engage with a range of writing implements. Writing is embedded in daily routines as children write their names, practice writing for a purpose and contribute to group writing activities. Children in Nursery are encouraged to write their name on any work they produce. Correct letter formation is addressed in Nursery. Posture expectations begin to be embedded at this stage so that children gain the gross motor skill strength to sit and write for progressively longer periods of time.

Children in Reception build on the skills developed in Nursery and are able to write words, phrases and sentences that convey meaning. Through handwriting practice, children in Reception write recognisable letters (lower case and capital letters), most of which are formed correctly. Increasingly, children are exposed to the idea that writing is for another person or group so that the idea of audience and intent begins to be embedded. Additionally, children in Reception sit at a table and write from entry for progressively longer periods over the course of the year with Year 1 posture expectations embedded as early as possible.

Careful consideration has been given to our recent baseline assessments and weaknesses in knowledge, skills and behaviour and our writing curriculum has been adapted to compensate. For children who are taught in RWI groups we use Get Writing in order to:

- prioritise the knowledge that children need to learn
- focus activities on helping children build fluency and foundational knowledge and skills
- allocate enough time for children to practise what they have been taught
- ensure that the children who need the most teaching, receive it

- keep writing tasks simple and focus on handwriting and composing simple sentences.

Rushing through the curriculum and expecting children to do too much too soon creates gaps in children’s knowledge that will take more time to deal with later. Therefore, children continue to access RWI phonics and Get Writing until they are secure. Children who are not making expected progress are identified and receive daily support to help them catch up.

The Writing Cycle

Once children are secure in their phonic knowledge and application, they move to whole class writing based on carefully selected texts. It is important that tasks allow children to succeed and grow in confidence and must not introduce complex tasks too early. The aim of the cycle is to help children increasingly automate what good writers do naturally and to free up cognitive load so that they can focus on improving their writing skills more generally. It also ensures a regularity of formal writing approaches. Whilst the writing cycle can be classified as a ‘process approach’, it is done in conjunction with explicit instruction approaches (e.g. ‘I do, we do, you do’) and the use of model texts.

This is not a genre approach: rather than focusing on text level objectives which do not feature in the National Curriculum, the focus is on repeated application of the foundational skills of writing alongside broader composition, linked to the reading, rather than exclusive matching of preconceived ideas of ‘genre conventions’ (see Ofsted, English Research Review, 2022). Although not a genre approach, coverage of purposes to write have been carefully mapped out across Key Stage 1 and 2 and ensure that children are given a variety of opportunities to write across the key stage. “Writing for a clear and meaningful purpose can engage students more deeply and motivate them to write. When students understand real world application or audience, they are more likely to produce better quality writing.”

*Writing to describe across takes the written form of retellings, sequels, character/setting descriptions, writing from alternative viewpoints, writing for character motions e.g. action, speech, characterisation.

The writing curriculum will follow the writing cycle as outlined below.

Medium Term planning – 3 week unit (provides more depth)

Week 1	Reading focus	Reading focus	Reading focus	Reading focus	Reading focus
Week 2	Explicit grammar (see LTP)	Explicit grammar (see LTP)	Short write	A4L GPS	A4L GPS
Week 3	A4L GPS*	Plan	Write	Edit	Improve

*If the unit requires children to “publish” their work, the A4L GPS will reduce to two sessions.

Medium Term planning – 2 week unit (generally for non-fiction/poetry)

Week 1	Reading focus	Reading focus	Reading focus	Reading focus	Explicit grammar (see LTP)
Week 2	Explicit grammar (see LTP)	Plan	Write	Edit	Improve

Plan – Children plan their piece of work. At this stage, the teacher may show exemplar writing (sometimes known as ‘What A Good One Looks Like, or WAGOLL’), either by the teacher or by other authors. This is where the bulk input of ideas will occur. Planning may occur individually in books or be completed in groups or whole-class. This may include listing of ideas, story mapping, sequencing to retell and so forth. When completed in books, these plans are marked closely to ensure children are ready to complete the piece of writing the next day.

Planning progression is mapped out on the long term plan.

Write (Left-hand page) –Children are given most of a lesson to write in a sustained manner. Whole-class teacher input is minimised as far as possible so children can practise the skill of writing independently and have as long as possible to write. Children will only be asked to write, from their plan. If children’s plan was not successful, they will be provided with a pre-prepared plan so their writing can be successful. Children will write on alternate lines of the left hand page, leaving a line for editing. This work needs close marking with pink and green pen so children know what to improve. Non-negotiables must be addressed within this piece.

Edit –Children edit their existing piece of writing on the left hand page, looking for technical errors using a purple pen. This lesson may also be used to teach explicit skills linked to editing, such as dictionary use, or be used for whole-class, group or individual GPS ‘rapid response’. In rare events of technically perfect writing with age-related expectations, staff may choose to extend individual children by examining individual vocabulary changes or extension of the review process.

Improve (Right-hand page) – Children rewrite small parts of their piece of work. In KS1/Year 3, this will typically be identified by the teacher. This is focused upon the children homing in on specific parts of their work and considering what makes good writing good. As children progress in their writing capabilities, they will increasingly identify which parts to review themselves (underlining the first word of sentences they wish to change), but earlier on in their school careers, teachers will identify parts to review either on behalf or with the children. Staff modelled writing is most likely to occur at this stage. Teachers complete an assessment checklist (see assessment section).

In Year 1 and for some children further up the school, children may be given a prepared sentence to improve.

Once children enter KS2, they will be improving several sentences. These will be labelled to aid reference e.g. para 1, sentence 2 would be labelled as P1 S2.

Writing Assessment

Formative assessment within Writing is first and foremost made with a curriculum mastery approach in mind and with the National Curriculum objectives (as well as teacher assessment frameworks for relevant year groups). This means that, to be working at the expected standard, children must meet all objectives (unless special considerations for specific children must be taken into account).

Our revised writing units, over a 3 week cycle, allow teachers to pick up children's misunderstandings quickly and provide early opportunities to help children who need extra teaching and practice by providing 3 GPS sessions based on areas for development with the "short write". This means that misconceptions and gaps in the children's knowledge are less likely to become permanent.

This means it is not a 'best fit' approach. It also means that it is not based upon the successful following of genre conventions, although this may be a consideration for assessment within Greater Depth. Staff know that Greater Depth writing is not just the "best writer". Assessment of writing is, at all times, kept to the National Curriculum objectives as outlined on formal checklist assessments are completed throughout the year. Our school has adopted EducationGateshead writing assessment checklists. These checklists are used at the end of each writing cycle and ensure that assessment is accurate and of the highest quality as it closely follows the spirit of writing assessment in statutory testing years. These assessments are then used termly to inform summative assessment but, most importantly, they also closely inform the focus for teaching staff for their next fortnightly cycle as part of the teacher's assessment for learning.

Children in Years 2, 3 and 4 complete termly NFER Assessments to aid teachers' assessment information within the English curriculum.

Poetry

Exposure to, and appreciation of, poetry is mapped out across the school. In EYFS, the focus of poetry units is understanding the language features that have been used and the effects on the reader, as well as learning about different types and styles of poetry. At ARFS, children do not attempt to write their own poetry until KS2. The school used EducationGateshead to support with the teaching of poetry.

Handwriting

In Nursery & Reception, children use the RWI letter formation guidance 'ditties' (e.g. 'round the apple, down the leaf' etc.). Penpals for handwriting is then introduced in Reception to introduce letter formation "families" e.g. one-armed robot letters. The school follows Cambridge Penpals for Handwriting scheme as the system to teach handwriting and for formulating the rules of joining. Generally speaking, one Penpals unit is taught per week (mapped onto long term plan), for 10 mins each day, and follows the rubric set out below. It is examined by teachers in every lesson through the marking system (see Feedback and Marking Policy).

Monday	New Penpals unit introduced using the software. Children then practice this formation in their Penpals handwriting workbooks.
Tuesday	Children complete practice this formation in their Penpals handwriting workbooks.
Wednesday	Children apply handwriting formation in “Practice Makes Perfect” books. Staff will write the letter/join to practice over 2 lines then provide several written examples of words that include the letter/join to practise. Words are provided on Penpals software.
Thursday	Children apply handwriting formation in “Practice Makes Perfect” books. Staff will write the letter/join to practice over 2 lines then dictate several words that include the letter/join to practise (that are appropriate to children’s previous spelling knowledge). Words are provided on Penpals software.
Friday	Children apply handwriting formation in “Practice Makes Perfect” books. Staff will dictate sentence(s) that includes several examples of the specific letter/join to practise. Words are provided on Penpals software but staff will need to generate the sentence(s).

Attention should be given to pencil grip and aides provided to all children who do not have a secure, correct pencil grip.

Non-negotiables

Non-negotiables are addressed in all written work, across the curriculum.

Rec	Letter formation (using RWI rhymes)
Year 1	Letter formation (using RWI rhymes), capital letter for new sentence, full stop, finger spaces.
Year 2	Letter formation (using RWI rhymes), capital letter for new sentence, full stop, finger spaces, position on the line.
Year 3	Letter formation (using RWI rhymes), capital letter for new sentence & proper nouns, full stop, finger spaces, position on the line.
Year 4	Letter formation (using RWI rhymes), capital letter for new sentence & proper nouns, full stop, finger spaces, position on the line, ?!

Spelling

Grammar, Punctuation and Spelling (GPS) are integral parts of the writing process. In particular, the school is aware of historic difficulties with spelling across the school as exemplified by the last Ofsted report. As such, spelling is a key focus for all staff within school as part of the school’s broader writing focus.

GPS is not just about technical accuracy but also is another way of ensuring that children learn the mechanics of reading and writing. GPS is an additional opportunity for children to develop a love of English through a different means. GPS teaching, as per English teaching more generally, is part of everything that staff at ARFS do as it constitutes good use of Standard English, as modelled by staff in every interaction, as well as any and all opportunities where reading and writing are used across subjects.

Early Spelling

Children in Early Years are encouraged to use their phonic knowledge to spell words which match their spoken sounds. This begins with Phonological Awareness in Nursery. Children in Reception need to be able to spell CVC words and common exception words (RWI Red Words) and towards the end of

EYFS, children are expected to spell CVCC words. These words are addressed in phonic teaching sessions and sent home for children to practise through specific banks of Phonics resources.

Spelling in Key Stage 1 & 2

Spelling education at Archbishop Runcie CE First School takes place in different ways:

- Discrete spelling sessions matching weekly spellings (sent home).
- RWI phonics sessions.
- Spelling tests which occur every Thursday, with new spellings sent out on this day.
- Individual and small-group work, often linked to individual targets (e.g. assessment/SEND support plans).

Alongside English Appendix 1 of the National Curriculum, teachers utilise Ed Shed (Spelling Shed) as a way to ensure National Curriculum coverage of relevant spelling objectives over the course of the year. The stages match up to year group expectations (other than for Years 3 and 4 where Spelling Shed separates the mixed coverage into separate year groups).

Each spelling pattern is taught over the course of a week and forms the bulk of spellings set to go home. Alongside this, spellings are set from the Common Exception Word list.

Spellings sent home are part of the school's homework offer, which also includes IXL, with a weekly GPS focus and Spelling Shed access for children to practise spelling at home.

At the start of each year, **a baseline spelling assessment** is taken of the children's spelling knowledge of Common Exception Words within their age group. Additionally, spelling test results are monitored by class teachers to ensure that understanding of spelling rules is consolidated with at least termly assessments.

Thursday	New sound/spelling introduced and rule taught if applicable e.g. oi in middle of work, oy at end Games such as buried treasure, full circle, yes/no Qs, countdown, pictures and captions Reading activities such as 'phoneme spotter'
Friday	Spelling consolidated and homework made clear Spelling games played that reinforce spelling rule (e.g. Best Bet)
Monday/Tuesday	Words used in context e.g. sentences and applied in writing
Wednesday	Common exception words taught
Thursday	Spelling test completed and sequence repeated

The results of the baseline and termly spelling assessment are kept in class reading files as teachers may choose to retest on individual words as part of daily reading. Class teachers update these at least termly but, in most cases, more often as part of their regular weekly spelling assessment.

Spelling, Punctuation and Grammar Sessions

GPS sessions are used to supplement the weekly spelling session and spelling through the reading and writing cycle. These sessions can be aimed either whole-class or for most of the class with children who need more urgent intervention working in small groups at this time to narrow the attainment gap.

These sessions can focus on any aspect of GPS but should have a reactive element related to the teacher's assessment of the children. For instance, it may constitute a recap of an old rule due to repeated error (e.g. there, their and they're in KS2 or correct use of question marks in Year 2) or it can be used to extend children's understanding discretely from typical English sessions.

These are good opportunities for topical discussion – for instance, children may revise a grammatical rule (e.g. extending sentences with conjunctions) and then formulate a sentence based on a discussion around a world event (e.g. a major religious festivals). These sessions can sometimes be combined with Friday handwriting sessions.

Equity of opportunity

All children need foundational knowledge and skills to make progress later. This means that some children, including some children with SEND, may need to work at an earlier stage of the curriculum than their peers. This will enable them to learn and practise important knowledge that their peers already have, until it is fluent. There is a focus on addressing gaps so that children can access the curriculum in the longer term rather than adapting the immediate task so that pupils can complete it.

Children in Year 1, who did not reach a GLD, are targeted for additional, daily social conversations and caring interactions with an adult.

Transition Points within school

As part of class handover, staff document and share important indicators linked to writing with receiving teaching staff. These include:

- pencil grip
- letter and number formation
- the spelling of common exception words

Impact

The impact of the our maths curriculum is that:

- Children become fluent in basic skills, including handwriting and phonics.
- Children retain important knowledge and attain fluency in written work.
- Children can confidently apply spelling, handwriting, vocabulary, grammar an punctuiaytion as detailed in the National Curriculum.

- Children are resilient learners with a positive growth mind-set.
- During their time at ARFS, children continue to move through a progressive curriculum which enables them to build on the skills and knowledge effectively preparing them for their next step in their learning. Children are provided with opportunities to revisit and consolidate small steps of learning.

End of Key Stage assessments for writing:

	2021-22	2022-23	2023-24
End of EYFS	76% EXP+	79% EXP+	85% EXP+
End of KS1	66% EXP+	70% EXP+	75% EXP+

Nursery Writing Curriculum Plan



Nursery Cycle 1

<p style="text-align: center;">Literacy</p> <p><i>Our topics are based around a quality text each term. We have a strong focus on developing a love of reading and reading for pleasure. We build up children's knowledge of core books we share and re-tell. Our reading areas consist of key text and stimulating story shelves. Adults model telling stories using props and encourage children to retell stories in play. Book areas include poems, nursery rhymes and books relating to our topic. There are also books in most areas of our continuous provision. Children in Nursery hear at least two stories a day. We also build up a library of poems from 'The Poetry Basket'. The poems enable children to encounter, learn and make sense of new vocabulary in a meaningful context and children are often able to make thoughtful predictions as to the meaning of new words. The children learn actions to support their memory and repeat the poems using expression and intonation as well as increased confidence to recite and perform as individuals and as a class.</i></p>						
	Weeks 1-8	Weeks 9-15	Weeks 16 - 21	Weeks 22 -27	Weeks 28- 33	Weeks 34 - 39
Quality/Core texts	<p>Fiction: The Colour Monsters Goldilocks and the Three Bears Happy Birthday Hugless Douglas.</p> <p>Non-fiction: Books about Autumn.</p> <p>Poems: Cup of Tea Falling Apples</p> <p>Songs and Rhymes: When Goldilocks went to the House of the Bears 6 key Nursery Rhymes 1,2,3,4,5, Once I caught a Fish Alive</p>	<p>Fiction: Penguin and Pinecone Dear Santa The Nativity</p> <p>Non Fiction: Remembrance Day</p> <p>Poems: I ca build a snowman His Hair is White</p> <p>Songs and Rhymes: Have you ever had a penguin home for tea? 6 key Nursery rhymes Christmas songs 1 Finger, 1 Thumb 1, 2, Buckle my Shoe 2 Little Dickie Birds Head, Shoulders, Knees and Toes</p>	<p>Fiction: The Gingerbread man Dinosaur Roar Am I Yours?</p> <p>Non Fiction: Dinosaurs Fossils</p> <p>Poems: Gingerbread Man I want to be a Dinosaur</p> <p>Songs and Rhymes: 6 key Nursery Rhymes Dinosaur Stomp 5 Little Dinosaurs 3 Blind Mice 3 Little Kittens 4 Little Snowmen 4 Little Teddy Bears 5 Fingers</p>	<p>Fiction: Dear Zoo Noisy Farm Mr Wolf's pancakes What Pet to get?</p> <p>Non Fiction: Pets Farm Animals</p> <p>Poems: Pancakes Mrs Bluebird</p> <p>Songs and Rhymes: 6 key Nursery Rhymes Old McDonald had a Farm 5 Little monkeys jumping on the Bed Sing a Song of Sixpence I'm a Little Bean</p>	<p>Fiction: The Very Hungry Caterpillar Jaspers Beanstalk Jack and the Beanstalk Sam's Sunflower</p> <p>Non Fiction: Life Cycles Seed to Sunflower</p> <p>Poems: Caterpillar Five Little peas</p> <p>Songs and Rhymes: 6 key Nursery Rhymes There's a tiny caterpillar on a leaf 5 Little men in a Flying Saucer 1 Elephant went out to Play Ring a ring a roses</p>	<p>Fiction: Penguin on Holiday The Train Ride The Lighthouse Keeper's Lunch</p> <p>Non Fiction: People who help us Occupations</p> <p>Poems: Going to the Seaside If I were an aeroplane</p> <p>Songs and Rhymes: 6 key Nursery Rhymes The Wheels on the Bus One Big Hippo Balancing Sleeping Bunnies Five Little Monkeys Jumping on the Bed Five Little Apples</p>

	5 Little Speckled Frogs 5 Little Ducks 5 Currant Buns 5 Fat Sausages	Zoom, Zoom, Zoom	Alice the Camel	5 Little Monkeys swinging in the Tree	London Bridge is falling down	
C & L focus	Enjoy listening to longer stories and can remember much of what happens. Sings a large repertoire of songs (Nursery Rhymes) To use a wide range of vocabulary that they build from hearing an increasing array of stories and literature, using sentences of at least 4-6 words. Listening to instructions.		To understand a question or instruction that has two parts. To understand 'why' questions. To use appropriate story language to re-tell a long story and to be able to talk about familiar books. To listen to more complex instruction and respond appropriately.		To use more complex sentences to link thoughts and ideas. To use talk to organise themselves and their play. To be confident to talk in large and small groups, expressing interests and debating opinions.	
Phonics	Phonological Awareness General sound discrimination - Environmental sounds, Instrumental sounds, Body Percussion Books: The very Noisy House (A1) Ding Dong Bag (A1) What's that Noise? (A1) Baby Band (A2) The Jazz Man (A3) Clap your Hands (A3) The Animal Boogie (A3) Doing the Animal Bop (A3)	Phonological Awareness Rhythm and Rhyme Books: <i>Rhythm</i> Tanka Tanka Skunk Big Blue Train <i>Rhyme</i> Oi Frog Oi Nursery Foggy, Foggy Forest Gorilla loves Vanilla Alliteration Books: Stanley's Stick Hippo has a Hat Pass the jam Jim Nursery Alliteration book	Phonological Awareness Voice Sounds Books: Harold finds a Voice Peace at Last	Phonological Awareness Phonological Awareness Oral Blending and Segmenting Books: No Bot Quack Quack Quentin	RWI <ul style="list-style-type: none"> Learn all of the pictures that correspond to the sounds Learn all of the RWI teaching signals. Children to learn all set 1 sounds.	RWI <ul style="list-style-type: none"> Learn all of the pictures that correspond to the sounds Learn all of the RWI teaching signals. Children to learn all set 1 sounds.
Handwriting	Weeks 1-15		Weeks 16-28		Weeks 29-39	
	Mark marking Find my name		Mark marking Copy my name		Mark making for a purpose Write my name	

Nursery Cycle 2

	Weeks 1-8	Weeks 9-15	Weeks 16 - 21	Weeks 22 -27	Weeks 28- 33	Weeks 34 - 39
Quality/Core texts	<p>Fiction: The Colour Monsters Goldilocks and the Three Bears Happy Birthday Hugless Douglas.</p> <p>Non-fiction: Books about Autumn.</p> <p>Poems: Cup of Tea Falling Apples</p> <p>Songs and Rhymes: When Goldilocks went to the House of the Bears 6 key Nursery Rhymes 1,2,3,4,5, Once I caught a Fish Alive 5 Little Speckled Frogs 5 Little Ducks 5 Currant Buns 5 Fat Sausages</p>	<p>Fiction: Penguin and Pinecone Dear Santa The Nativity</p> <p>Non Fiction: Remembrance Day</p> <p>Poems: I can build a snowman His Hair is White</p> <p>Songs and Rhymes: Have you ever had a penguin home for tea? 6 key Nursery rhymes Christmas songs 1 Finger, 1 Thumb 1, 2, Buckle my Shoe 2 Little Dickie Birds Head, Shoulders, Knees and Toes Zoom, Zoom, Zoom</p>	<p>Fiction: The Gingerbread man Supertato A Superhero Like You</p> <p>Non-Fiction: People who help us</p> <p>Poems: The Gingerbread Man Supertato I'm a Superhero</p> <p>Songs and Rhymes: 6 key Nursery Rhymes Zero, Superhero 5 Little Dinosaurs 3 Blind Mice 3 Little Kittens 4 Little Snowmen 4 Little Teddy Bears 5 Fingers Alice the Camel</p>	<p>Fiction: Rumble in the Jungle The Three Little Pigs Driving my Tractor</p> <p>Non Fiction: Animal books</p> <p>Poems: Wild Beast Hungry Birdies</p> <p>Songs and Rhymes: 6 key Nursery Rhymes Elephants have wrinkles Monkey climbing 5 Little men in a Flying Saucer 1 Elephant went out to Play Ring a ring a roses London Bridge is falling down</p>	<p>Fiction: Whatever Next Goodnight Spaceman Look Up!</p> <p>Non Fiction: Look inside space The solar system</p> <p>Poems: Mr Moon A Trillion Stars</p> <p>Songs and Rhymes: 6 key Nursery Rhymes 5 Little men in a Flying Saucer 1 Elephant went out to Play Ring a ring a roses London Bridge is falling down</p>	<p>Fiction: Commotion in the Ocean Billy's Bucket Pirate Pete</p> <p>Non Fiction: Ocean Life</p> <p>Poems: Seashells The Tide</p> <p>Songs and Rhymes: 6 key Nursery Rhymes When I was one One Big Hippo Balancing Sleeping Bunnies Five Little Monkeys Jumping on the Bed Five Little Apples</p>
C & L focus	<p>Enjoy listening to longer stories and can remember much of what happens. Sings a large repertoire of songs (Nursery Rhymes) To use a wide range of vocabulary that they build from hearing an increasing array of stories and literature, using sentences of at least 4-6 words. Listening to instructions.</p>		<p>To understand a question or instruction that has two parts. To understand 'why' questions. To use appropriate story language to re-tell a long story and to be able to talk about familiar books. To listen to more complex instruction and respond appropriately.</p>		<p>To use more complex sentences to link thoughts and ideas. To use talk to organise themselves and their play. To be confident to talk in large and small groups, expressing interests and debating opinions.</p>	
Phonics	Phase 1 – Aspects1-3	Phase 1 – Aspect 4-5	Phase 1 – Aspect 6	Phase1 – Aspect 7	RWI	RWI

	<p>General sound discrimination - Environmental sounds, Instrumental sounds, Body Percussion</p> <p>Books: The very Noisy House (A1) Ding Dong Bag (A1) What's that Noise? (A1) Baby Band (A2) The Jazz Man (A3) Clap your Hands (A3) The Animal Boogie (A3) Doing the Animal Bop (A3)</p>	<p>Rhythm and Rhyme</p> <p>Books: <i>Rhythm</i> Tanka Tanka Skunk Big Blue Train <i>Rhyme</i> Oi Frog Oi Nursery Foggy, Foggy Forest Gorilla loves Vanilla Alliteration</p> <p>Books: Stanley's Stick Hippo has a Hat Pass the jam Jim Nursery Alliteration book</p>	<p>Voice Sounds</p> <p>Books: Harold finds a Voice Peace at Last</p>	<p>Oral Blending and Segmenting</p> <p>Books: No Bot Quack Quack Quentin</p>	<ul style="list-style-type: none"> • Learn all of the pictures that correspond to the sounds • Learn all of the RWI teaching signals. • Children to learn all set 1 sounds. 	<ul style="list-style-type: none"> • Learn all of the pictures that correspond to the sounds • Learn all of the RWI teaching signals. • Children to learn all set 1 sounds.
Handwriting	Weeks 1-15		Weeks 16-28		Weeks 29-39	
	Mark marking Find my name		Mark marking Copy my name		Mark making for a purpose Write my name	

Reception Writing Curriculum Plan



<p style="text-align: center;">Literacy</p> <p><i>Our topics are based around quality texts each term. We have a strong focus on developing a love of reading and reading for pleasure. We build up children's knowledge of core books we share and re-tell. Our reading areas consist of key text and stimulating story shelves. Adults model telling stories using props and encourage children to retell stories in play. Book areas include poems, nursery rhymes, non-fiction and books relating to our topic. There are also books in most areas of our continuous provision. Children in Reception hear at least a one story each day. We also build up a library of poems from 'The Poetry Basket'. The poems enable children to encounter, learn and make sense of new vocabulary in a meaningful context and children are often able to make thoughtful predictions as to the meaning of new words. The children learn actions to support their memory and repeat the poems using expression and intonation as well as increased confidence to recite and perform as individuals and as a class.</i></p>						
Quality/Core texts	Weeks 1- 6	Weeks 7 - 12	Weeks 13 - 18	Weeks 19 - 24	Weeks 25 - 30	Weeks 31 – 39 (9 weeks)
	<p>Fiction: The Enormous Turnip Pumpkin Soup The Squirrels Who Squabbled</p> <p>Non-fiction: Books about Autumn</p> <p>Poems: The Enormous Turnip Chop, Chop Furry, Furry Squirrel</p> <p>Songs and Rhymes: Counting songs to 10 Ten Town songs and Rhymes to 10</p>	<p>Fiction: The Elves and the Shoemaker Arctic White Harvey Slumfenburger's Christmas Present The Christmas Story</p> <p>Non-Fiction: Arctic Remembrance Day</p> <p>Poems: Shoes Carrot Nose A Little House</p> <p>Songs and Rhymes: Counting songs to 10 Ten Town songs and Rhymes to 10 Days of the Week</p>	<p>Fiction: Once there were Giants What the Tree Sees The Oak Tree What will I be? Jack and the Beanstalk</p> <p>Non-Fiction: Chinese New Year</p> <p>Poems: Let's Put on our Mittens Many Things If I were so very small</p> <p>Songs and Rhymes: Counting songs to 10 Ten Town songs and Rhymes to 10 Days of the Week Banana, Banana, Meatball</p>	<p>Fiction: Owl Babies The tale of Peter Rabbit Beatrix Potter stories</p> <p>Non-Fiction: Woodland Animals</p> <p>Poems: Five Little Owls Rabbit A Little Seed</p> <p>Songs and Rhymes: Counting songs to 20 Ten Town songs and Rhymes to 20</p>	<p>Fiction: Handa's Surprise Lila and the Secret of Rain We're going on a Lion Hunt</p> <p>Non-Fiction: Let's explore Kenya</p> <p>Poems: Monkey Babies Rain</p> <p>Songs and Rhymes: Counting songs to 20 Ten Town songs and Rhymes to 20 Doubles, Doubles, Dancing doubles Odd and even song</p>	<p>Fiction: Lost at the Toy Museum Dogger The Toymaker</p> <p>Non-Fiction: Toys from the past</p> <p>Poems: Happy Holiday Ice Cream</p> <p>Songs and Rhymes: Counting songs to 20 Ten Town songs and Rhymes to 20 Counting in 2's</p>

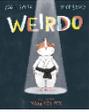
C & L focus	Listen to a story and during group teaching session Listen and follow a two-part instruction Use different tenses when talking Tell an event in the correct order Add and pronounce constant sounds (l,r and th may still be developing). Begin to play co-operatively in role play – taking on a range of different roles.		Listen to and respond appropriately during whole class discussions, responding to what others say. Staying focused on adult led and independent activities long enough to complete them. Using longer sentences – explaining and reasoning when answering questions. Follow time related instructions – first then, last. Give detail recounts of experiences in the correct order.		Follow a longer story without pictures of prompts Make up new stories with peers, showing knowledge of story structure to act them out. Use a range of adjectives to describe things such as places, objects and characters.	
Phonics RWI (Minimum expectations)	End of Autumn 1: Read single-letter Set 1 sounds	End of Autumn term: Read all Set 1 sounds; blend sounds into words orally	End of Spring 1: Blend sounds to read words; read short Ditty stories	End of Spring term: Read Red Storybooks	End of Summer 1: Read Green Storybooks; read some Set 2 sounds	End of Summer term: Read Green or Purple Storybooks
Literacy - Comprehension	Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases.	Comprehension: Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.	Comprehension: Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).	Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book. Play influenced by experience of books Innovate a well-known story with support.	Comprehension: Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry) Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v evil.

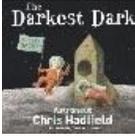
<p>Literacy - Word Reading</p>	<p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few red words.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Word Reading: Read red and green words linked to RWI stage. Re-read what they have written to check that it makes sense.</p>
<p>Literacy -Emergent Writing (Minimum expectation)</p>	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p>	<p>Emergent writing: Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>Emergent writing: Show awareness of the different audience for writing. Consistent use of capital letters, finger spaces and full stops in independent and adult directed writing.</p>
<p>Literacy - Composition</p>	<p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p>	<p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p>	<p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p>	<p>Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support</p>	<p>Composition: Write a simple sentence with a full stop.</p>	<p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different</p>

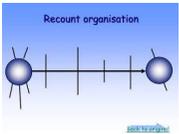
						<p>purposes (e.g., lists, stories, instructions). Begin to discuss features of their own writing e.g., what kind of story have they written.</p>
Literacy - Spelling	<p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p>	<p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p>	<p>Spelling: Spell to write VC and CVC words independently using set 1 graphemes</p>	<p>Spelling: Spell to write VC, CVC and CVCC words independently using set 1 graphemes. Spell some red words e.g ,I, of, my, to, the, no, independently.</p>	<p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p>	<p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., CCVCC Spell red words e.g., the, your, said, you, my, I, he, are, of, no, independently.</p>
Literacy - Handwriting	<p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p> <p><i>Handwriting N.B. The letters children can form correctly will relate to their name and order of RWI sequence, which children have been taught to form correctly)</i></p>	<p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters</p>	<p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p> <p>Penpals Units 1 - 6</p>	<p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p> <p>Penpals Units 7 - 12</p>	<p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p> <p>Penpals Units 13 - 19</p>

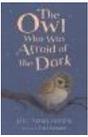
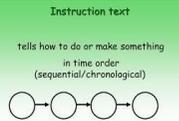
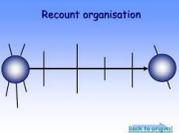
Year 1 Writing Curriculum Plan

Writing non-negotiables: Letter formation (using RWI rhymes), capital letter for new sentence, full stop, finger spaces.

	Stimulus for writing	Purpose/audience	Planning tool	Composition (End Point)	Vocabulary, grammar and punctuation	Spelling (Spelling Shed) 1 unit per week	Handwriting (Penpals)
Weeks 1 - 8	<p>In the first half term, year 1 children are still taught in phonics groups and complete writing in Get Writing Books. Once a week, they have an English lesson, outside phonics, that focusses on the class text.</p>						
Weeks 1 - 3	Weirdo by Zadie Smith* 3 weeks 	Purpose: Entertain Audience: Teacher	Hold a sentence Hold a sentence Hold a sentence	Week 1: 1 simple sentence (subject-verb-object) to entertain. e.g. Maud is an animal. Maud loves judo. She loves to play. She is funny. Week 2. Sequence events (pictorially), write labels/captions. Week 3: 1 sentence about Weirdo to entertain – include ‘and’ to join idea e.g. Maud is funny <i>and</i> friendly.	Identify capital letters, full stops and finger spaces. Identify capital letters, full stops and finger spaces. I can join adjectives together using ‘and’	Stage 1 additional CEWs Step 1. Words ending in ‘ff’, ‘ll’, ‘ss’, ‘zz’ and ‘ck’ Step 2. Words with the ‘k’ sounds spelled ‘k’	Penpals for Handwriting Units 1 - 3
Weeks 4 - 6	Elmer by David McKee 3 weeks 	Purpose: Entertain Audience: Teacher	Hold a sentence Hold a sentence Hold a sentence	Week 4: 1 simple sentence to predict what this book might be about (based on front cover). Week 5: 1 sentence to describe Elmer using adjectives e.g. Elmer is bright and colourful. Week 6: 1 sentence to describe what the other elephants might say (in a speech bubble). E.g. We love your colours.	Identify capital letters, full stops and finger spaces. I can join adjectives together using ‘and’ I can include some variation in the way sentences start.	Step 3. Words with the ‘tch’ trigraph Step 4. Adding ‘-s’ and ‘-es’ to make plurals Step 5. Adding suffixes ‘-ing’ and ‘-ed’	Penpals for Handwriting Units 4 - 6
Weeks 7 - 8	Little Red Riding Hood (Write Stuff) – setting description 2 weeks 	Purpose: Entertain Audience: Friend	This is the first time children have done sentence stacking so will be undertaken as a whole class and children able to use the class word bank.	Week 7: Write a sentence to describe the woods using the class word bank e.g. Red Riding Hood walked through the dark and spooky forest. Week 8: Write a sentence to describe the woods using the class word bank e.g. Granny lived in a tumbledown cottage.	Using adjectives to describe. I can use verbs to add detail. Using adjectives to describe. I can use verbs to add detail	Step 6. Adding prefix ‘un-’ and suffix ‘-er’ and ‘-est’ Step 7. Compound words	Penpals for Handwriting Units 7 & 8

							
<p>From after half term, some children may be ready to move off phonics/Get Writing and will begin more formal English lessons following the writing cycle. The end point will be at the end of the cycle for relevant children. Children who continue to access Get Writing will continue to complete an activity linked to the class text once a week.</p>							
<p>Weeks 9 - 11</p>	<p>The Darkest Dark by Chris Hadfield – <i>letter</i> 3 weeks</p> 	<p>Purpose: Entertain Audience: Mum</p>	<p>Key words in thought bubbles (how the character is feeling etc.)</p> 	<p>Week 10 (short write): Using a shared word bank, write sentence(s) about the setting e.g. The moon was the smoothest landing. The craters were on the roughest ground. (darkest, brightest, calmest, quickest, slowest, oldest, warmest, loudest, greatest, longest)</p> <p>Week 11: 2 simple sentences in a letter to recount events of the story, with -er/est, -s/es suffix used e.g.</p> <p>Dear Mum, The dark in space is darker than the dark at home. It is the darkest dark ever. Love from x</p>	<p>I can spell words using the suffix (-ing, -ed, -er, -est) when the root word does not change</p> <p>I can use capital letters for: I and proper nouns.</p>	<p>Step 8. Words with 'ai' and 'oi' diagraphs</p> <p>Step 9. Words with 'ay' and 'oy' diagraphs</p> <p>Step 10. Words with split diagraph 'a-e'</p>	<p>Penpals for Handwriting Units 9 - 11 (Unit 11 introduces first diagonal join)</p>
<p>Weeks 12 - 14</p>	<p>Fact file on Neil Armstrong (History link) (Write stuff) – <i>non-chronological report modelled</i> Non-Fiction 3 weeks</p> 	<p>Purpose: Inform Audience: Parents</p> <p><i>Publish their writing to take home</i></p>	<p>3 circles for 3 subheadings – 1 point per circle</p>  <p>Subheadings may include:</p> <ul style="list-style-type: none"> • Early life • Astronaut career • The moon landing 	<p>Week 14: 1 sentence under each subheading (provided by teacher) which include 'and' as a conjunction.</p> <p><i>Publish their writing to take home</i></p> 	<p>I can organise ideas appropriately.</p> <p>I can use 'and' as a coordinating conjunction to join clauses together, creating a compound sentence.</p>	<p>Step 11. Words with split diagraph 'e-e'</p> <p>Step 12. Words with split diagraph 'i-e'</p> <p>Step 13. Words with split diagraph 'o-e'</p>	<p>Penpals for Handwriting Unit 12 - 14 (diagonal joins)</p>
<p>Week 15</p>	<p>The Christmas Story (poem) by Leanne Guenther 1 week</p> 	<p>Purpose: Entertain Audience: Parents (at Nativities)</p>	<p>N/A</p>	<p>Week 15: Performance of The Christmas Story poem</p>	<p>Identify capital letters for: I and proper nouns</p> <p>Identify adjectives to describe.</p> <p>Identify verbs to add detail.</p>	<p>Step 14. Words with split diagraph 'u-e'</p>	<p>Penpals for Handwriting Unit 15 diagonal joins</p>

Weeks 16 – 18	Look Up! by Nathan Bryon <i>– speech bubbles/ questions</i> 3 weeks 	Purpose: Inform Audience: Friend	Notes/key words linked to key people in History e.g. Wright Brothers, Neil Armstrong, Bessie Coleman.	Week 18: write one fact about each historical figure as a DID YOU KNOW... question speech bubble.	I can begin sentences with a capital letter and end them with punctuation (full stop or question mark).	Step 15. Words with digraph ‘ar’ Step 16. Words with digraph ‘ee’ Step 17. Words with ‘ea’ digraph making /ee/ sound	Penpals for Handwriting Units 16 – 18 diagonal joins
Weeks 19 -21	Coming to England by Floella Benjamin <i>– diary entry</i> 3 weeks 	Purpose: Inform Audience: Diary reader		Write 21: Write 3+ descriptive sentences with: one with exclamation.	I can begin sentences with a capital letter and end them with punctuation (full stop or exclamation mark). I am beginning to use capital letters for place names	Step 18. Words with ‘ea’ digraph making /e/ sound Step 19. Words where ‘er’ is stressed Step 20. Words where ‘er’ is unstressed	Penpals for Handwriting Units 19 – 21 diagonal joins
Weeks 22 - 23	Poet Study on Jane Newberry (Gateshead Hub Poet Study) <i>– non-chronological report 2 weeks</i> 	Purpose: Inform Audience: Teacher	4 circles for 4 subheadings – 1 point per circle 	4+ sentences in fact file form (structure given) 1 sentence under each subheading (provided by teacher) which include ‘and’ as a conjunction.	I can organise ideas appropriately. I can use ‘and’ as a coordinating conjunction to join clauses together, creating a compound sentence.	Step 21. Words with ‘ir’ and ‘ur’ Step 22. Words with ‘oo’ digraph making /oo/ sound	Penpals for Handwriting Units 22 – 23 diagonal joins
Weeks 24 - 26	Hansel & Gretel (Write Stuff) <i>– retelling (3^d person)</i> 3 weeks	Purpose: Entertain Audience: Teacher	Complete story after teacher’s introduction. 4 plot points. 	Week 26: 4+ sentences using fairy-tale conventions	I can spell words using the prefix (un-). I can begin sentences with a capital letter and end them with punctuation. Identify fairy tale conventions (‘once upon a time’; ‘happily ever after’)	Step 23. Words with ‘oo’ digraph making /u/ sound Step 24. Words with digraph ‘oa’ and ‘oe’ make an /oa/ sound Step 25. Words with ‘ou’ making /ow/ sound	Penpals for Handwriting Units 24 – 26 (diagonal joins)

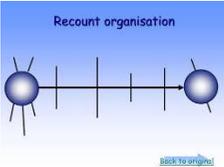
Weeks 27 - 29	The Owl Who Was Afraid of the Dark by Jill Tomlinson (Write Stuff) <i>– retelling (1st person)</i> 3 weeks 	Purpose: Entertain Audience: Year 2 children	Complete story after teacher's introduction. 4 plot points. 	Week 29: 3-6 narrative sentences from Plop's viewpoint (past tense) with a range of sentence types including words with -ed suffix	I can spell words using the suffix (-ed) when the root word does not change. I can write sequenced sentences to form a short narrative.	Step 26. Words with 'ow' making /ow/ or /oa/ sound Step 27. Words ending in 'y' /ee/ and 've' /v/ sound Step 27. Consolidate	Penpals for Handwriting Units 27 - 30
Weeks 30 - 31	Non-fiction – Plants (Science link) (Write Stuff) <i>– instructions to grow a plant</i> 2 weeks 	Purpose: Instruct Audience: Parents <i>Publish their instructions to take home with Forest School plant</i>		Week 31: Children write a series of short, one step instructions written using imperative forms as starter <i>Publish their instructions to take home with Forest School plant</i>	I can use verbs. I can organise ideas appropriately	Step 28. Words with 'ue' and 'ew' Step 29. Words with 'ie' making /igh/ sound	Penpals for Handwriting Units Consolidation
Weeks 32 - 34	The Hodgehog by Dick King-Smith (Write Stuff structure) <i>– retelling</i> Cultural capital 3 weeks 	Purpose: Entertain Audience: Friend		Week 34: Retelling of an extract of the story considering what the character can see, hear etc.	I can write sequenced sentences to form a short narrative. I can choose words and phrases that are appropriate to the task.	Step 30. Words with 'ie' making /ee/ sound Step 31. Words with 'igh' trigraph Step 32. Words with 'or' and 'ore'	Penpals for Handwriting Units Consolidation
Weeks 35 - 37	The Storm Whale by Benji Davies (Write Stuff) <i>– letter</i> 3 weeks	Purpose: Persuade Audience: Dad		Week 37: Write a letter to Dad about why Noi wants to keep the whale.	I can choose words and phrases that are appropriate to the task. I can use 'and' as a coordinating conjunction to join clauses together, creating a compound sentence.	Step 33. Words with 'aw' and 'au' making 'or' sound 34. Words with 'air' and 'ear' trigraphs Step 35. Words with 'ear' and 'are' trigraph making 'air' sound	Penpals for Handwriting Units Consolidation
Week 38	Acrostic Poetry (Gateshead Hub Poetry Form) <i>– no written end piece</i> 1 week 	Purpose: Entertaining self Audience: Friends	N/A	N/A	Identify capital letters for: I and proper nouns I am beginning to use capital letters for place names	Step 36. Words with 'ph' and 'wh' digraphs	Penpals for Handwriting Units Consolidation

					Identify adjectives to describe. Identify verbs to add detail.		
Week 38 - 39	The Bear and the Piano by David Litchfield* (Write Stuff) – next plot point <i>2 weeks</i> 	Purpose: Entertaining self Audience: Friends		Week 39: Children complete the next plot point for when the Bear returns to the woods.	I can write sequenced sentences to form a short narrative. I can use adjectives to describe.	Consolidation	Penpals for Handwriting Units Consolidation

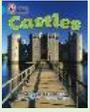
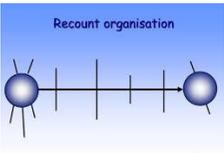
Year 2 Writing Curriculum Plan



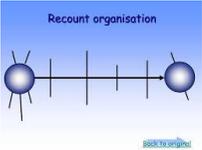
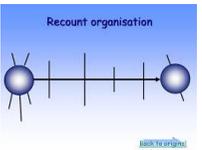
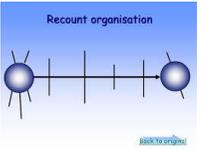
Writing non-negotiables: Letter formation (using RWI rhymes), capital letter for new sentence, full stop, finger spaces, position on the line. Children who continue to access RWI will receive an explicit vocabulary, grammar and punctuation session daily.

	Stimulus for writing	Purpose/audience	Vocabulary, grammar and punctuation	Planning tool	Composition (End Point)	Spelling (Spelling Shed)	Handwriting (Penpals)
Weeks 1 - 3	Stardust by Jeanne Willis (Write Stuff) – <i>change of viewpoint</i> 3 weeks 	Purpose: Entertain Audience: Teacher	I can use capital letters for: I, days of the week and proper nouns. I can use coordinating conjunctions (or, and, but) do not do subordinating conj yet. I can use past and present tense mostly correctly and consistently.		Short write: Retell story (simple). Week 3: Narrative sentences from a character's viewpoint considering what the character can see, hear etc. using coordinating conjunctions	Extra step: Y1 & Y2 Full List Stage 2: Additional CEWs Step 1: Words where 'dge' makes 'j' sound	Penpals for Handwriting Unit 1 (2 weeks) – high-frequency words Unit 2 (1 week) break letters
Weeks 4 - 5	Someone by Walter De La Mare (Gateshead Hub Poem Study) – <i>critical review</i> 2 weeks 	Purpose: Entertain Audience: Friend or teacher	I can group related ideas together. I can use coordinating conjunctions (or, and, but) I can write using statements, questions, exclamations and commands.	3 circles for 3 subheadings – 2 points per circle 	Week 5: Writing a 'review' of the poem including: <ul style="list-style-type: none"> giving personal viewpoints, likes and dislikes, summarising the poem evaluating the effectiveness of the poem. 1+ sentence under each subheading (provided by teacher) which include 'coordinating conjunctions'. Subheadings may include: <ul style="list-style-type: none"> What is the poem about? What are the strengths? What could be improved? 	Step 2: Words where 'ge' makes 'j' sound Step 3: Words where 'g' makes 'j' sound	Penpals for Handwriting Units 3 - 4 (diagonal joins)

					<ul style="list-style-type: none"> Overall effectiveness 		
Weeks 6 - 8	Counting on Katherine by Helaine Becker (Black History Month) <i>- fact file</i> 3 weeks 	Purpose: Inform Audience: Year 1 children	I can use sub-headings (when appropriate). I can include variation in the way sentences start. I can use past and present tense mostly correctly and consistently. I can group related ideas together. I can use coordinating conjunctions (or, and, but)	3 circles for 3 subheadings – 2+ points per circle 	Short write: Retell part of Katherine's story. Week 8: Fact file with informative sentences – 2 sentence under each subheading (provided by teacher) which include coordinating conjunctions. Subheadings may include: <ul style="list-style-type: none"> Early Life Career Achievements 	Step 4: Words where 'c' makes 's' sound before e, i, y Step 5: Words where 'kn' and 'gn' make 'n' sound Step 6: challenge words	Penpals for Handwriting Units 5 – 7 (diagonal & horizontal joins)
Weeks 9 - 11	Iron Man by Ted Hughes (Write Stuff) <i>- next plot point</i> 3 weeks 	Purpose: Entertain Audience: Friend	I can spell words using the suffix (-ing, -ed, -er, -est) when the root word does not change. I can choose words e.g. expanded noun phrases and phrases that are appropriate to the task. I can use adjectives to describe. I can use coordinating conjunctions (or, and, but).		Short write: Narrative sentences from a character's viewpoint considering what the character can see, hear etc. using coordinating conjunctions Week 11: Write next plot point using coherent narrative using suffixes correctly punctuated (capital letter and full stop – ongoing)	Step 7: Words where 'wr' make 'r' sound Step 8: Words ending in 'le' Step 9: Words ending in el	Penpals for Handwriting Units 8 - 10 (horizontal joins)
Week 12	Assessment week - STAR Early Literacy - STAR Early Reading - GAP writing summative assessment & input onto Insight	N/A	N/A	N/A	N/A	Step 10: Words ending in 'al'	Penpals for Handwriting Unit 11

			<p>exclamations and commands.</p> <p>I can use capital letters for place names</p>		<p>Subheadings should be questions and may include:</p> <ul style="list-style-type: none"> • What is a penguin? • What do penguins eat? • Where do penguins live? 		
Week 22	<p>List Poetry (Gateshead Hub Poetry Form) – <i>no written end p</i> 1 week</p> 	<p>Purpose: Entertain Audience: Friends</p>	<p>I can identify adjectives to describe.</p> <p>I can identify verbs to add detail.</p>	N/A	N/A	Step 20: Words where -ing is added to single syllable words	Penpals for Handwriting Units 21 – diagonal joint to anticlockwise letter
Week 23- 25	<p>Assessment week</p> <ul style="list-style-type: none"> - STAR Early Literacy - STAR Early Reading - GAP writing summative assessment & input onto Insight - Half-termly past PSC - CEWs Reading assessments - CEWs Spelling assessments - Pencil grip, letter & number formation assessment - RWJ Phonics Assessments (half termly) - NFER Reading - NFER GPS 	N/A	N/A	N/A	N/A	Step 21: Words where -ed is added to single syllable words	Penpals for Handwriting Units 22 – horizontal join f
	<p>Texts on castles (History link) – <i>recount</i> Non-Fiction 2 weeks</p> 	<p>Purpose: Inform Audience: Parents <i>Publish their writing to take home</i></p>	<p>I can use time related adverbs to sequence and connect ideas.</p> <p>I can use past tense correctly and consistently</p> <p>I can use sub-headings (when appropriate).</p> <p>I can include variation in the way sentences start.</p>		<p>Week 25: Recount of visit to Newcastle Castle (not the journey or lunch!).</p> <p><i>Publish their writing to take home</i></p>	<p>Step 22: Words where 'a' makes an /or/ sound before 'l' and 'll'</p> <p>Step 23: Words where 'o' makes an 'u' sound</p>	<p>Penpals for Handwriting Units 23 - 24 – f/qu</p>

Weeks 26 - 27	Poet Study on Marilyn Singer (Gateshead Hub Poet Study) – <i>fact file</i> 2 weeks 	Purpose: Inform Audience: Year 3 children	<p>I can group related ideas together.</p> <p>I can use coordinating conjunctions (or, and, but)</p> <p>I can write using statements, questions, exclamations and commands.</p>	3 circles for 3 subheadings – 2 or 3 points per circle 	Week 27: Writing a fact file about Mariyn Singer. 2+ sentence under each subheading (provided by teacher) which include 'coordinating conjunctions.' Subheadings may include: •Childhood •Education •Career/ Achievements	Step 24: Challenge words Step 25: Words where 'ey' diagraph makes 'ee' sound	Penpals for Handwriting Units 25 & 26 – ss & rr
Weeks 28 - 30	The Secret of Black Rock by Joe Todd-Stanton (Write Stuff) – <i>new plot point</i> 3 weeks 	Purpose: Entertain Audience: Friend	<p>I can write simple, coherent narratives including an opening and/or ending and key event.</p> <p>I can use time related adverbs to sequence and connect ideas.</p> <p>I can use a possessive apostrophe (to mark singular possession in nouns).</p> <p>I can use apostrophes to mark where letters are missing in spelling.</p> <p>I can choose words e.g. expanded noun phrases and phrases that are appropriate to the task.</p> <p>I can use adjectives to describe.</p>		Short write: Describe a character within the text (appearance & behaviour). Week 30: Write a new plot point for The Secret. Use description (adjectives), time related adverbs, correctly punctuated sentences.	Step 26: Words where 'a' makes an 'o' sound Step 27: Words where the /er/ and /or/ sounds are spelled 'or' and 'ar' Step 28: Words where 'si' makes an /zh/ sound	Penpals for Handwriting Unit 27 - 29
Week 31- 34	Assessment week <ul style="list-style-type: none"> • STAR Early Literacy • STAR Early Reading • GAP writing summative assessment & input onto Insight • Half-termly past PSC • CEWs Reading assessments • CEWs Spelling assessments 	N/A	N/A	N/A	N/A	Step 29: Words ending in 'ment' and '-ness'	Unit 29 & 30 Assessment

	<ul style="list-style-type: none"> Pencil grip, letter & number formation assessment RWI Phonics Assessments (half termly) NFER Reading or SATs Reading Papers 1 & 2 NFER GPS or SATS Spelling Paper & GPS Paper 						
	<p>Charlotte's Web by EB White – <i>diary entry</i> 3 weeks</p> 	<p>Purpose: Entertain Audience: Friend</p>	<p>I can use suffixes (-ment, -ness, -ful, -ly)</p> <p>I can use time related adverbs to sequence and connect ideas (adverbs and adverbial phrases).</p>		<p>Short write: Describe a character from text including their actions. Use adverbs and adverbial phrases</p> <p>Week 34: Write a diary entry that includes adverbs & adverbial phrases and all suffixes (-ment, -ness, -ful, -ly). It important that children are supported to choose appropriate root words and inclusion of suffixes is not contrived.</p>	<p>Step 30: Words ending in '-ful' and '-less'</p> <p>Step 31: Words that are homophones</p> <p>Step 32: Words that are homophones or near homophones</p>	<p>Consolidation/ Teaching based on assessment</p>
<p>Weeks 35 - 36</p>	<p>Grace Darling texts (History link) (Write Stuff) – <i>letter to Tweet</i> Non-Fiction 2 weeks</p> 	<p>Purpose: Inform Audience: Public</p>	<p>I can use past and present tense mostly correctly and consistently</p> <p>I can use capital letters for place names</p>		<p>Week 36: Write a letter from Grace describing events using past progressive tense (was -ing, we were -ing). Consider describing the weather, the setting, how grace was feeling (my hands were shaking violently) and the journey towards the wreckage.</p> <p>The layout of the letter is not important – teacher could provide address/ dates/ other features.</p>	<p>Step 33: Words ending in '-tion'</p> <p>Step 34: Words with apostrophes for contraction</p>	<p>Consolidation/ Teaching based on assessment</p>
<p>37 - 39</p>	<p>Milo Imagines the World by Matt de la Peña – <i>diary entry</i> 3 weeks</p> 	<p>Purpose: Entertain Audience: Personal</p>	<p>I can use coordinating conjunctions and some subordinating conjunctions to join clauses together.</p> <p>I can write simple, coherent narratives including an opening and/or ending and key event.</p> <p>I can spell words using the prefix un-</p>		<p>Short write: Describe Milo and what makes him unique.</p> <p>Week 39: Write a diary entry using simple/complex sentences for effect.</p>	<p>Step 35: Words with apostrophes for possession</p> <p>Step 36: Challenge words</p>	<p>Consolidation/ Teaching based on assessment</p>
	<p>The Owl and the Pussycat by Edward Lear (Classic Poetry) – <i>performance poem</i></p> 	<p>Purpose: Entertain Audience: Another class</p>	<p>I can identify a possessive apostrophe (to mark singular possession in nouns).</p>	<p>N/A</p>	<p>N/A</p>	<p>Consolidation</p>	

	2 weeks		I can identify verbs to add detail (and understand how these can help my performance).				
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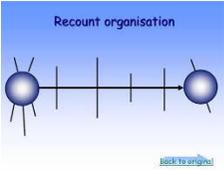
Year 3 Writing Curriculum Plan

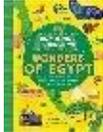


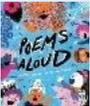
Writing non-negotiables: Letter formation (using RWI rhymes), capital letter for new sentence & proper nouns, full stop, finger spaces, position on the line.

	Stimulus for writing	Purpose/ audience	Vocabulary, grammar and punctuation	Planning tool	Composition (End Point)	Spelling (Spelling Shed)	Handwriting (Penpals)
Weeks 1 - 3	The Great Chocoplot by Chris Callaghan – <i>descriptive sentences</i> 3 weeks 	Purpose: Entertain Audience: Friend	I can use coordinating conjunctions and some subordinating conjunctions to join clauses together. I can add extra detail by using expanded noun phrases and prepositions. I can use apostrophes to show contracted form.	Sentence stacking 	Week 3: Write a diary entry using coordinating conjunctions/ prepositions including writing using expanded noun phrases.	Step 1: Words where 'ou' diagraph makes /ow/ sound Step 2: Words where 'ou' diagraph makes /u/ sound Step 3: Words where 'y' makes /i/ sound	Penpals for Handwriting Unit 1 – 3 (revising joins)
Weeks 4 - 6	The Great Chocoplot by Chris Callaghan – <i>narrative</i> 3 weeks 	Purpose: Entertain Audience: Friend	Introduction to paragraphs as a way to group related material I can use adverbs and adverbial phrases to express manner (how), place (where) and time (when). I can write coherent narratives where the keyevent is expanded in sufficient detail.	Story Mountain Planner 	Week 6: Write a narrative. Support children to organise into paragraphs (around a theme) and use adverbs to add detail	Step 4: Words ending in -sure Step 5: Words ending in -ture Step 6: Challenge words	Penpals for Handwriting Unit 4 - 6 (revising joins)

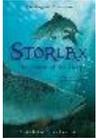
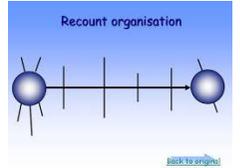
<p>Weeks 7 - 8</p>	<p>Overheard on a Saltmarsh by Harold Monro (Gateshead Hub Poem Study) – <i>critical review</i> 2 weeks</p> 	<p>Purpose: Persuade Audience: Friend or teacher</p>	<p>I can use coordinating conjunctions and some subordinating conjunctions to join clauses together.</p> <p>I can write using a variety of sentence types including simple, compound, and complex.</p> <p>I can structure a non-fiction text appropriately, organising information into sections e.g. use of headings and sub-headings</p>	<p>4+ circles for 4+ subheadings – 2 or 3 points per circle</p> 	<p>Week 8: Writing a ‘critical review’ of the poem including:</p> <ul style="list-style-type: none"> giving personal viewpoints, likes and dislikes, summarising the poem evaluating the effectiveness of the poem. <p>2+ sentence under each subheading (provided by teacher) which include ‘coordinating and subordinating conjunctions.</p> <p>Subheadings may include:</p> <ul style="list-style-type: none"> What is the poem about? What are the strengths? What could be improved? Overall effectiveness of the poem 	<p>Step 7: Words with prefix re-</p> <p>Step 8: Words with prefix dis-</p>	<p>Penpals for Handwriting Unit 7 & 8 (revising joins)</p>
<p>Weeks 9 - 11</p>	<p>War Game by Michael Foreman – <i>narrative of next plot point</i> 3 weeks</p> 	<p>Purpose: Entertain Audience: Friend</p>	<p>I can use inverted commas to demarcate speech and use a capital letter within direct speech.</p> <p>I can make careful choices around vocabulary.</p>	<p>Story Mountain Planner</p> 	<p>Short write: Describe a selected character through what they say, do and their appearance.</p> <p>Week 11: Write the next plot point of War Game. Include direct speech within varied</p>	<p>Step 9: Words with prefix mis-</p> <p>Step 10: Words where -ing and -er and -ed are added</p> <p>Step 11: Words where -ing and -er and -ed are added</p>	<p>Penpals for Handwriting Unit 9 – 11 (revising joins)</p>

			<p>I can add extra detail by using adjectives, expanded noun phrases, verbs, adverbs, and prepositions.</p> <p>I can describe characters and convey characteristics through description (movement) and dialogue (what they say).</p>		narrative sentences including use of capital letter to begin		
Weeks 12 - 15	Assessment week <ul style="list-style-type: none"> STAR Early Literacy STAR Early Reading GAP writing summative assessment & input onto Insight Half-termly past PSC CEWs Reading assessments CEWs Spelling assessments Pencil grip, letter & number formation assessment RWI Phonics Assessments (half termly) NFER Reading NFER Spelling 	N/A	N/A	N/A	N/A	Step 12: Challenge words	Penpals for Handwriting Unit 12 (joining b and p)
	War Game by Michael Foreman <i>– recount</i> 3 weeks 	Purpose: Inform Audience: Year 4 children	<p>I can use coordinating conjunctions and some subordinating conjunctions to join clauses together</p> <p>I can use apostrophes to show contracted forms that are spelled correctly.</p> <p>I can develop some description (narratives) and facts (non-fiction) in expanded sections</p> <p>I can make careful choices around vocabulary.</p>		Short write: Describe the setting Week 15: In a narrative, use subordinating conjunctions to form a subordinate clause within varied sentences	Step 13: Words with 'ai' and 'aigh' Step 14: Words with 'ei' and 'eigh' Step 15: Words where 'ey' diagraph make 'ai' sound	Penpals for Handwriting Unit 13 (1 Week - joining p and p) & 14 (2 weeks- relative size)

<p>Weeks 16 - 17</p>	<p>Egypt report (History/Geography link) – geographical report 2 weeks</p> 	<p>Purpose: Inform Audience: Parent <i>Publish their writing to take home</i></p>	<p>I can structure a non-fiction text appropriately, organising information into sections e.g. use of headings and sub-headings.</p> <p>I can write using a variety of sentence types including simple, compound, and complex.</p> <p>I can use capital letters for a growing range of proper nouns</p>	<p>4+ circles for 4+ subheadings – 2 or 3 points per circle</p> 	<p>Week 17: Write an organised geographical report including the use of capital letters for proper nouns</p> <p>2+ sentence under each subheading (chosen from a suggested list) which include 'coordinating and subordinating conjunctions.</p> <p>Subheadings may include:</p> <ul style="list-style-type: none"> - Location - Weather - Land use - The Nile - Travel <p>Provide printed images for children to use in their report.</p> <p><i>Publish their writing to take home</i></p>	<p>Step 16: Words with suffix -ly</p> <p>Step 17: Words that are homophones</p>	<p>Penpals for Handwriting Unit 15 & 16 (parallel ascenders & descenders)</p>
<p>Weeks 18 -19</p>	<p>1: Oliver Twist by Marcia Williams – retelling 2 weeks</p> 	<p>Purpose: Entertain Audience: Friend</p>	<p>I can write using a variety of sentence types including simple, compound, and complex.</p> <p>I can include variation in the way sentences start e.g. use of fronted adverbials.</p> <p>I can use capital letters for a growing range of proper nouns.</p> <p>I can use apostrophes to show singular possession e.g. The girl's shoes.</p>	<p>Story Mountain Planner</p> 	<p>Week 19: Write a short narrative using varied sentence starters, including use of correctly punctuated fronted adverbials (comma after the fronted adverbial)</p>	<p>Step 18: Challenge words</p> <p>Step 19: Words ending in '-al'</p>	<p>Penpals for Handwriting Unit 17 & 18 (Relative size)</p>

			I can describe characters and convey characteristics through description (movement) and dialogue (what they say).				
Weeks 20 - 23	2: Oliver Twist by Marcia Williams <i>– sequel</i> 3 weeks 	Purpose: Entertain Audience: Parent <i>Publish their writing to take home</i>	I can write coherent narratives where the key event is expanded in sufficient detail. I can use inverted commas to demarcate speech and use a capital letter within direct speech. I can describe characters and convey characteristics through description (movement) and dialogue (what they say).		Week 22: Write a narrative sequel using correctly punctuated direct speech (capital letter at beginning, inverted commas around spoken words) <i>Publish their writing to take home.</i>	Step 20: Words ending in 'le' Step 21: Words ending in -ly when base word ends in 'le' Step 22: Words ending in -ly where base word ends in 'ic'	Penpals for Handwriting Unit 19 & 20 (Speed & fluency)
	Assessment week <ul style="list-style-type: none"> • STAR Early Literacy • STAR Early Reading • GAP writing summative assessment & input onto Insight • Half-termly past PSC • CEWs Reading assessments • CEWs Spelling assessments • Pencil grip, letter & number formation assessment • RWI Phonics Assessments (half termly) • NFER Reading • NFER GPS 	N/A	N/A	N/A	N/A	Step 23: Words ending in '-ly'; exceptions	Penpals for Handwriting Unit 21
Weeks 24 - 25	Poet Study on Joseph Coelho (Gateshead Hub Poet Study) <i>– fact file</i> 2 weeks 	Purpose: Inform Audience: Parents <i>Publish writing to take home</i>	I can use adverbs and adverbial phrases to express manner (how), place (where) and time (when). I can use apostrophes to show singular	5 circles for 5 subheadings –2 or 3 points per circle 	Week 25: Writing a fact file about Joseph Coelho. 2+ sentence under each subheading (provided by teacher) which include 'coordinating and	Step 24: Challenge words Step 25: Words ending with the suffix '-er'	Penpals for Handwriting Unit 22 & 23 (Consistent spacing)

			<p>possession e.g. The girl's shoes</p> <p>I can use coordinating conjunctions and some subordinating conjunctions to join clauses together.</p>		<p>subordinating conjunctions.</p> <p>Subheadings may include:</p> <ul style="list-style-type: none"> • Childhood • Education • Career • Achievements • Follow/contact Joseph • Children's own ideas – allow choice <p>Use of singular possessive apostrophes and add detail within fact file</p> <p><i>Publish their writing to take home</i></p>		
<p>Weeks 26 - 28</p>	<p>Aesop's Fables (The Hare & the Tortoise; The Lion and the Mouse and The Miser and his Gold) – <i>innovation narrative</i> Cultural capital texts 3 weeks</p> 	<p>Purpose: Entertain Audience: Year 2 children</p>	<p>I can describe characters and convey characteristics through description (movement) and dialogue (what they say).</p> <p>I can use adverbs and adverbial phrases to express manner (how), place (where) and time (when).</p> <p>I can write coherent narratives where the key event is expanded in sufficient detail.</p>	<p>Story Mountain Planner</p> 	<p>Short write: Describe the characters in The Hare and the Tortoise</p> <p>Week 28: Innovate own "fable" based on the Hare and the Tortoise. Use adverbials to express how each character behaves and their manner/character.</p>	<p>Step 26: Words where 'ch' diagraph make 'k' sound</p> <p>Step 27: Words ending in -que and -que</p> <p>Step 28: Words where 'sc' diagraph makes 's' sound</p>	<p>Penpals for Handwriting Unit 24 - 26 (Layout, speed and fluency)</p>

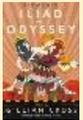
Weeks 29 - 30	Plastic pollution – non-chronological report Non-Fiction 2 weeks 	Purpose: Inform and persuade Audience: Children in another year group, children to decide	<p>I can include variation in the way sentences start e.g. use of fronted adverbials.</p> <p>I can structure a non-fiction text appropriately, organising information into sections.</p> <p>I can use apostrophes to show singular possession,</p> <p>I can use capital letters for a growing range of proper nouns.</p>	Circles for subheadings, key words around each circle. 	Week 30: Write an organised report about plastic pollution including all previously taught GPS. 2+ sentence under each subheading (chosen from a suggested list) which include simple, compound and complex sentences. Subheadings may include: - Plastic use - Recycling - Landfill - Oceans - How can you help? Provide printed images for children to use in their report.	Step 29: Words that are homophones Step 30: Challenge words	Penpals for Handwriting Unit 27 & 28
Week 31	Assessment week <ul style="list-style-type: none"> • STAR Early Literacy • STAR Early Reading • GAP writing summative assessment & input onto Insight • Half-termly past PSC • CEWs Reading assessments • CEWs Spelling assessments • Pencil grip, letter & number formation assessment • RWI Phonics Assessments (half termly) • NFER Reading • NFER GPS 	N/A	N/A	N/A	N/A	Consolidation	Penpals for Handwriting Unit 29 Handwriting assessment
Weeks 32 - 34	Storlax by B Morthens and R Jackson – recount in role 3 weeks 	Purpose: Entertain Audience: Teacher	<p>I can include variation in the way sentences start e.g. use of fronted adverbials.</p> <p>I can use capital letters for a growing range of proper nouns.</p> <p>I can describe characters and convey</p>	Recount organisation 	Short write: Describe main characters in text. Consider dialogue and movement to convey characteristics. Diary entry with correct use of present perfect tense in role as Storlax. Ensure names of various characters	Revision of common errors in NFER spelling patterns	Penpals for Handwriting Unit 30 Handwriting style

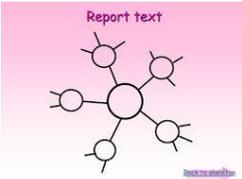
			characteristics through description (movement) and dialogue (what they say).				
Weeks 35 - 36	Kenning Poetry (Gateshead Hub Poetry Form) – <i>writing own poetry</i> 2 weeks 	Purpose: Entertain Audience: Self	I can describe characters and convey characteristics through description (movement) and dialogue (what they say). I can make careful choices around vocabulary. I can use adjectives, expanded noun phrases, verbs, adverbs, and prepositions	Sentence stacking 	Week 36: Write a Kenning poem to describe an object or a creature without using its name. The poem is made up of a list of four descriptions and each description has only two words.	Revision of common errors in NFER spelling patterns	Penpals for Handwriting Unit 30 Handwriting style
Weeks 37 - 39	The Firework Maker's Daughter by Philip Pullman – <i>descriptive writing</i> 3 weeks 	Purpose: Entertain Audience: Friend	I can develop some description (narratives) in expanded sections. I can add extra detail by using adjectives, expanded noun phrases, verbs, adverbs and prepositions.	Sentence stacking 	Short write: Describe Lila and her frustrations about being the daughter of a firework maker. Week 39: Write a description of part of Lila's journey with correct use of present perfect tense – independent	Revision of common errors in NFER spelling patterns	Consolidation/A4L
Weeks 37 - 39	Little People, Big Dreams – Pele – <i>fact file</i> 3 weeks 	Purpose: Inform Audience: Year 2 children	I can develop some description and facts (non-fiction) in expanded sections. I can structure a non-fiction text appropriately, organising information into sections e.g. use of headings and sub-headings.	Circles for subheadings, key words around each circle. 	Short write: Write a short summary of what they have learned about Pele. Week 39: Write a Fact file (Little People, Big Dreams text) about themselves with correct use of present perfect tense – independent	Revision of common errors in NFER spelling patterns	Consolidation/A4L

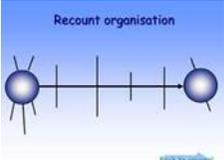
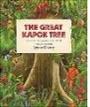
Year 4 Writing Curriculum Plan



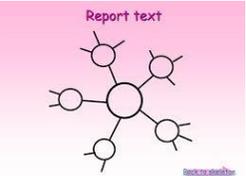
Writing non-negotiables: Letter formation (using RWI rhymes), capital letters for new sentence & proper nouns, full stop, finger spaces, position on the line, ?!

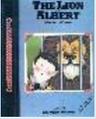
	Stimulus for writing	Purpose/audience	Vocabulary, grammar and punctuation	Planning tool	Composition (End Point)	Spelling (Spelling Shed)	Handwriting (Penpals)
Weeks 1 - 3	<p>The Little Mermaid by Hans Christian Andersen Nen and the Lonely Fisherman by Ian Eagleton – <i>narrative (action)</i> 3 weeks</p> 	Purpose: Entertain Audience: Friend	<p>I can organise my ideas into paragraphs around a theme.</p> <p>I can write using simple, compound, and complex sentences.</p> <p>I can make careful choices around vocabulary.</p> <p>I can write coherent narratives where the main events are well structured and correctly sequenced and signposted for the reader.</p>		<p>Short write: Describe characters from the text making careful vocab choices.</p> <p>Week 3: Write a narrative (retell) using paragraphs to organise ideas around a theme (use 5 points on story mountain plan for 5 paras).</p>	Extra: Year 3 & Year 4 words (3 weeks)	Penpals for Handwriting Unit 1 – 3 (Revising suffixes)
Weeks 4 - 6	<p>Greek Myths (Myth of Theseus and the Minotaur) – <i>narrative (character)</i> 3 weeks</p> 	Purpose: Entertain Audience: Friend	<p>I can write using simple, compound, and complex sentences.</p> <p>I can make an appropriate choice of pronoun/noun to avoid repetition.</p> <p>I can include variation in the way sentences start e.g. use of fronted adverbials,</p>		<p>Short write: Describe character of Odysseus using fronted adverbials, subordinating clauses or direct speech.</p> <p>Week 6: Write a letter from Odysseus, as he attempts to travel home, using complex sentences, correctly punctuating subordinate clauses.</p>	Step 1: Words that are homophones or near homophones Step 2: Words with the prefix in- Step 3: Words with prefix il- or im- or ir-	Penpals for Handwriting Unit 4 – 6 (Revising joiners in a word)

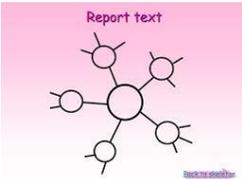
			<p>subordinating clauses or direct speech.</p> <p>I can write coherent narratives where the main events are well structured and correctly sequenced and signposted for the reader.</p>				
Weeks 7 - 8	<p>Poet Study on Jack Prelutsky (Gateshead Hub Poet Study) – fact file 2 weeks</p> 	<p>Purpose: Inform Audience: Year 3 children</p>	<p>I can make use of images and diagrams to provide the reader with extra information when writing non-fiction.</p> <p>I can organise my ideas into paragraphs around a theme.</p>	<p>Circles for subheadings, key words around each circle.</p> 	<p>Week 8: Write a fact file about Jack Prelutsky including pictures and diagrams to support reader.</p> <p>Subheadings may include:</p> <ul style="list-style-type: none"> • Childhood • Education • Career • Achievements • Follow/contact Joseph • Children's own ideas – allow choice 	<p>Step 4: Words with prefix sub-</p> <p>Step 5: Word with prefix inter-</p>	<p>Penpals for Handwriting Unit 7 - 8</p>
Weeks 9 - 11	<p>World War poetry (Remembrance Day)</p> <ul style="list-style-type: none"> • In Flanders Fields by John McCrae • The Soldier by Rupert Brooke • Anthem for Doomed Youth by Wilfred Owen • Dulce et Decorum Est by Wilfred Owen <p>– write own poetry 3 weeks</p> 	<p>Purpose: Entertain Audience: Whole school <i>Publish writing to display in school</i></p>	<p>I can make careful choices around vocabulary.</p> <p>I can use vocabulary to deliberately create a desired effect e.g. use of similes.</p> <p>I can establish the viewpoint of the narrator or character e.g. using adverbials to set the tone.</p> <p>I can expand noun phrases by the addition of modifying adjectives or prepositional phrases.</p>	<p>Sentence stacking</p> 	<p>Short write: Acrostic poem using similes.</p> <p>Week 11: Write own poetry using fronted adverbials as sentence starter.</p> <p><i>Publish writing to display in school for Remembrance Day.</i></p>	<p>Step 6: Challenge words</p> <p>Step 7: Words ending in -ation</p> <p>Step 8: Words ending in -ation</p>	<p>Penpals for Handwriting Unit 9 (Break letters) Unit 10 (2 weeks) Linking spelling and handwriting</p>
	<p>Assessment week</p> <ul style="list-style-type: none"> • STAR Early Literacy 	N/A	N/A	N/A	N/A	<p>Step 9: Words ending in -ly</p>	<p>Penpals for Handwriting Unit 11</p>

<p>Weeks 12 - 15</p>	<ul style="list-style-type: none"> • STAR Early Reading • GAP writing summative assessment & input onto Insight • CEWs Reading assessments • CEWs Spelling assessments • Pencil grip, letter & number formation assessment • RWI Phonics Assessments (half termly) • NFER Reading • NFER Spelling <p>Until I Met Dudley by Roger McGough – <i>non-fiction write up (blended with fictitious content)</i> 3 weeks</p> 	<p>Purpose: Inform/Entertain Audience: Teacher</p>	<p>I can expand noun phrases by the addition of modifying adjectives or prepositional phrases.</p> <p>I can organise my ideas into paragraphs around a theme.</p> <p>I can write coherent narratives where the main events are well structured and correctly sequenced and signposted for the reader.</p> <p>I can establish the viewpoint of the narrator or character</p>	<p>Think about what each appliance needs to do to be successful. Children may benefit from discussing/ planning their writing as a group to generate their imaginative ideas for HOW the appliance achieves these. Give each group a different appliance to explain the process that leads to success.</p>  <p>Consider sections – what we do to activate the appliance (in real life) then what happens “behind the scenes”) and finally what the outcome/success is.</p>	<p>Short write: Write a factual recount of how an appliance works.</p> <p>Week 15: Write own “I thought I knew how a X worked” imaginative recount/ explanation using varied pronouns, adding detail using expanded noun phrases.</p> <p><i>Children could either publish this to create a class book or staff could film each child reading how their appliance works to share with other groups.</i></p>	<p>Step 10: Words ending in –lly</p> <p>Step 11: Words where ‘ch’ makes a /sh/ sound</p> <p>Step 12: Challenge words</p>	<p>(Introducing sloped writing)</p> <p>Penpals for Handwriting Unit 12 – 14</p>
<p>Weeks 16 - 18</p>	<p>The Great Kapok Tree (Geography link) – <i>narrative</i> 3 weeks</p> 	<p>Purpose: Persuade Audience: Year 3 children</p>	<p>I can use inverted commas to demarcate speech and I am beginning to apply internal punctuation rules for speech.</p> <p>I can use apostrophes to show singular possession and plural possession.</p>	<p>Speech bubbles for each animal – place in order the children want the characters to “speak”.</p>	<p>Short write: Describe the rainforest setting of Brazil. Use images from the text as a stimulus for writing.</p> <p>Week 18: Write their own version of The Great Kapok Tree (innovate) with different characters speaking along the way. Use correctly punctuated</p>	<p>Step 13: Words ending in –sion</p> <p>Step 14: Words ending in –ous</p> <p>Step 15: Words ending in -ous</p>	<p>Penpals for Handwriting Unit 15 – 17</p>

			<p>I can use vocabulary to deliberately create a desired effect.</p> <p>I can establish the viewpoint of the narrator or character.</p>		<p>direct speech and synonyms for said e.g. pleaded, whimpered, implored, wailed.</p>		
<p>Weeks 19 -21</p>	<p>Fairy tales by Brothers Grimm (Cinderella, Little Red Cap, The Wolf and the Seven Kids and Rumpelstiltskin) – <i>narrative</i> 3 weeks</p> 	<p>Purpose: Entertain Audience: Teacher</p>	<p>I can use vocabulary to deliberately create a desired effect.</p> <p>I can use inverted commas to demarcate speech and I am beginning to apply internal punctuation rules for speech.</p> <p>I can use apostrophes to show singular possession and plural possession.</p> <p>I can expand noun phrases by the addition of modifying adjectives or prepositional phrases.</p>		<p>Short write: Retell a simpler Fairy Tale e.g. Cinderella.</p> <p>Week 21: Retell a more complex Fairy Tale Narrative with carefully considered archaic vocabulary, choices replicating those of Brothers Grimm e.g. similes</p>	<p>Step 16: Words ending in 'y' where a suffix is added</p> <p>Step 17: Words ending in '-ious' and '-eous</p> <p>Step 18: Challenge words</p>	<p>Penpals for Handwriting Unit 18 (Notemaking) & 19 (drafting) & 20 (lists)</p>
<p>Weeks 22 - 24</p>	<p>1: Goodnight Mr Tom by Michelle Magorian – <i>dialogue</i> 3 weeks</p> 	<p>Purpose: Entertain Audience: Teacher</p>	<p>I can use inverted commas to demarcate speech and I am beginning to apply internal punctuation rules for speech.</p> <p>I can use apostrophes to show singular possession and plural possession.</p> <p>I can use a comma after a fronted adverbial.</p> <p>I can convey characteristics through description (movement,</p>	<p>Story board with speech bubbles</p>	<p>Short write: Describe Mr Tom and his manner (gentle giant).</p> <p>Week 28: Write a conversation between Willy and Mr Tom e.g. when they first meet. Use correctly punctuated direct speech within narrative.</p>	<p>Step 19: Words where 'au' diagraph makes 'or' sound</p> <p>Step 20: Words ending in -tion</p> <p>Step 21: Words ending in -ssion</p>	<p>Penpals for Handwriting Unit 21 – 23 (size, proportion & spacing)</p>

			looks, behaviour) and dialogue (what they say) and the atmosphere of a setting.				
Weeks 25 - 28	Assessment week <ul style="list-style-type: none"> • STAR Early Literacy • STAR Early Reading • GAP writing summative assessment & input onto Insight • CEWs Reading assessments • CEWs Spelling assessments • Pencil grip, letter & number formation assessment • RWI Phonics Assessments (half termly) • NFER Reading • NFER GPS 	N/A	N/A	N/A	N/A	Step 22: Words ending in -cian	Penpals for Handwriting Unit 24 (contractions)
	2: Goodnight Mr Tom by Michelle Magorian – <i>letter</i> 3 weeks 	Purpose: Persuade Audience: William's Mother	I can establish the viewpoint of the narrator or character. I can expand noun phrases by the addition of modifying adjectives or prepositional phrases. I can use a comma after a fronted adverbial. I can convey characteristics through description (movement, looks, behaviour) and dialogue (what they say) and the atmosphere of a setting.	Circles for each paragraph within the letter, key words around each circle. Paragraphs will be focussed around reasons for Willy to stay in Dorset e.g. <ul style="list-style-type: none"> - Health benefits - Helping Mr Tom Helping William's mother 	Short write: Describe Will's mother (bear in mind she is unwell). Week 24: Write a letter from William Beech to his mother using varied sentence starters including fronted adverbials and punctuating correctly (comma after the fronted adverbial) explaining to his mother why he should stay with Mr Tom. For some children, a challenge may be to replicate non-standard English as used in the text within dialogue e.g. aint/ent, paintin' nothin'.	Step 23: Adverbs of manner Step 24: Challenge words Step 25: Words that are homophones	Penpals for Handwriting Unit 25 - 27
Weeks 29	Limerick Poetry (Gateshead Hub Poetry Form) – <i>no written end piece</i> 1 week 	N/A	I can use vocabulary to deliberately create a desired effect. I can make careful choices around vocabulary.	N/A	N/A	Step 26: Words spelled with 'c' before i and e	Penpals for Handwriting Unit 28

<p>Weeks 30 - 32</p>	<p>The Lion and Albert by Marriott Edgar Lion by Ann Bonner (Gateshead Hub Poem Study) <i>– critical review</i> 2 weeks</p> 	<p>Purpose: Discuss Audience: Friend or teacher</p>	<p>I can establish the viewpoint of the narrator or character.</p> <p>I can organise my ideas into paragraphs around a theme.</p> <p>I can write using simple, compound, and complex sentences.</p> <p>I can expand noun phrases by the addition of modifying adjectives or prepositional phrases.</p>	<p>Circles for subheadings, key words around each circle.</p>  	<p>Short write: Recount Albert's visit to the zoo.</p> <p>Week 32: Write a 'critical review' of the poem including:</p> <ul style="list-style-type: none"> •giving personal viewpoints, likes and dislikes, •summarising the poem •evaluating the effectiveness of the poem. <p>3+ sentence under each subheading (provided by teacher) which include simple, compound & complex sentences.</p> <p>Subheadings may include:</p> <ul style="list-style-type: none"> •What is the poem about? •What are the strengths? •What could be improved? •Overall effectiveness of the poem 	<p>Step 27: Words containing 'sol' and 'real'</p> <p>Step 28: Words containing 'phon' and 'sign'</p>	<p>Penpals for Handwriting Unit 29 & 30</p>
<p>Weeks 33 - 35</p>	<p>The Lion, the Witch and the Wardrobe by CS Lewis <i>– descriptive sentences</i> 3 weeks</p> 	<p>Purpose: Entertain Audience: Friend</p>	<p>I can make an appropriate choice of pronoun/noun to avoid repetition.</p> <p>I can include variation in the way sentences start e.g. use of fronted adverbials, subordinating clauses or direct speech.</p> <p>I can use inverted commas to demarcate speech and I am beginning to apply</p>	<p>Sentence stacking</p>  <p>KS2 Fiction planner</p>	<p>Short write: Describe what Lucy sees/does when she walks through the wardrobe.</p> <p>Read up to when Lucy meets the White Witch. Children need to understand that she is feared and wicked so Lucy is in danger.</p> <p>Week 35: Write next chapter about what will happen next. Consider dialogue between Lucy</p>	<p>Step 29: Words with the prefixes 'super-', 'anti-' and 'auto-'</p> <p>Step 30: Words with the prefix 'bi-' meaning 'two'</p> <p>Step 31: Challenge words</p>	<p>Consolidation</p>

			<p>internal punctuation rules for speech.</p> <p>I can convey characteristics through description (movement, looks, behaviour) and dialogue (what they say) and the atmosphere of a setting.</p>		<p>& the White Witch. Use correctly punctuated direct speech with varied sentence structure.</p>		
Week 36	<p>Assessment week</p> <ul style="list-style-type: none"> • STAR Early Literacy • STAR Early Reading • GAP writing summative assessment & input onto Insight • Half-termly past PSC • CEWs Reading assessments • CEWs Spelling assessments • Pencil grip, letter & number formation assessment • RWI Phonics Assessments (half termly) • NFER Reading • NFER GPS 	N/A	N/A	N/A	N/A	Step 32: Words that are plurals with possessive apostrophes	
Weeks 37 - 39	<p>Roman History (History link) – non-chronological report</p> <p>3 weeks</p> 	<p>Purpose: Inform</p> <p>Audience: Friends</p>	<p>I can make use of images and diagrams to provide the reader with extra information when writing non-fiction.</p> <p>I can organise my ideas into paragraphs around a theme.</p> <p>I can make an appropriate choice of pronoun/noun to avoid repetition.</p> <p>I can make use of images and diagrams to provide the reader with extra information when writing non-fiction.</p>	<p>Circles for subheadings, key words around each circle.</p> 	<p>Short write: Recount of visit to Vindolanda & Roman Army Museum.</p> <p>Week 39: No specific content directed by teacher - allow children to use own prior knowledge to write a detailed, organised non-chronological report about the Romans.</p> <p>Use planning tool to support content under each subheading. Encourage children to use simple, compound and complex sentences.</p> <p>Provide printed images for children to use in their report.</p>	<p>Step 33, 34, 35 & 36: Revision words</p> <p>Revision of common errors in NFER spelling patterns</p>	Consolidation