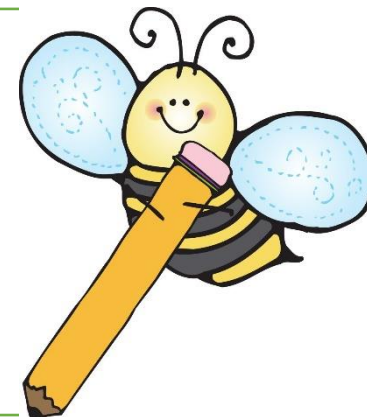


Rationale for our writing curriculum:

At Layston we believe that our children are entitled to a language rich English curriculum where they appreciate the power of the spoken and written word. We recognise the foundations for teaching the English National Curriculum begin in Early Years with the development of a high quality programme planned within Communication, Language and Literacy. Some children enter school with poor language skills, therefore, we aim to build a vocabulary rich curriculum which progresses from Reception through to Year 4 and is reflected in children's writing. We want to inspire a love of writing by giving children purposeful writing opportunities. Our aim is to prepare children for the confident, independent application of their writing skills across the whole curriculum and life beyond education and to support them to achieve their aspirations.



Curriculum Aims

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Notes:

The writing objectives are taken directly from the National Curriculum, and this plan lays out how we cover them over the course of a child's time at Layston First School. W, S, P and T identify word, sentence, punctuation and text level objectives. From Year 1 we use the Layston Teaching Sequence for Writing to plan sequences of English lessons which meet the writing objectives of the National Curriculum. In Reception the skills have been broken down in each term in order for children to meet the Early Learning Goals at the end of the year. Children are taught these skills through phonics sessions and small group guided writing sessions as part of the Read Write Inc Programme.

Reception -EYFS

The following statutory Early Learning Goals are where children are expected to be working in writing by the end of the Reception Year.

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them, and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

We have broken down the skills children will be taught by term, to enable them to achieve these goals by the end of the year. Children are taught these skills through phonics sessions and small group guided writing sessions as part of the Read Write Inc Programme.

New terminology for pupils:

sound, special friend
letter, capital letter
word, sentence
full stop

ELG links with the English National Curriculum

ELG Listening, attention and understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers

ELG Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

ELG Fine motor skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

ELG Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG Word reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

ELG being imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher

In EYFS the children are taught:

- Phonics through the Read Write Inc. scheme (phonemes, graphemes, tricky words, high frequency words, segmenting and blending, letter names).
- Songs, rhymes and stories with actions, so that they can re-tell them independently.
- Book skills e.g. where to find the front and back of a book, author, title, turning pages in order, tracking words from left to write, differences between words and letters, answering simple questions.
- How to form letters correctly.
- Speech and language development and questioning skills. We use Wellcomm to screen and support pupil language development.
- How to write simple words and sentences using their phonics skills.
- A love of stories and reading from adults who share books regularly using props and puppets.
- Reading individually or in a small group with an adult each week, and have daily opportunities to practise their reading and writing skills indoors and outdoors in child-led provision.
- New vocabulary in context and staff are skilled in helping the children to use new vocabulary so that it becomes embedded.

	Term 1	Term 2	Term 3
Writing skills Taught	Segmenting for spelling (fred fingers) - VC/CVC words Learn letter formation rhymes Write own name with a model Teach Red words prior to ditty sheets and ditty books (I, no, put, the, go) Mark Marking Gross and fine motor skills	Segmenting for spelling (fred fingers) - CCVC/CVCC words Continue to practise letter formation and start to sit letters on line where appropriate Write own name without a model Start to 'hold a sentence' and write it down, using finger spaces, and re-reading it. Teach spelling of red words- put, the, I, no, my, he through 'hold a sentence'.	Segmenting for spelling (fred fingers) - words with all Set 1 and Set 2 sounds. Continue to practise letter formation, and sit letters on line where appropriate. Write own name without a model and with consistently accurate letter formation Continue to develop skills in 'hold a sentence' and write it down, using finger spaces and starting to use full stops and capital letters. Teach spelling of red words- your, said, you, be are through 'hold a sentence'. Star to compose own sentences orally and write them down.

In addition to adult led sessions focusing on the skills above, children will have many opportunities to develop their writing skills through Continuous Provision, both in interaction with our enabling environment, and with support from adults during Child Initiated Learning Time.

In Reception, we also teach Core Texts. These help the children to achieve their Early Learning Goals in other areas of learning, particularly Comprehension and Communication and Language. Some Continuous Provision writing opportunities will be based on these Core Texts.

	Term 1		Term 2		Term 3	
Core Texts Fiction	The colour monster goes to school. Ruby's worry The Gruffalo The Little Red Hen Super Duper you	Leaf Man Elmer Stick Man Here comes Jack Frost Winter The Nativity (through drama – cross curricular link to R.E.)	Whatever Next How to Catch a Star Beegu The Way back Home	The Three Billy Goat's Gruff The Gingerbread Man / The Runaway Chapatti. Here we are	Somebody swallowed Stanley Sharing a Shell The snail and the whale The wonderous dinosaurium. The night pirates	The Very Hungry Caterpillar Jasper's Beanstalk The Very Lazy Ladybird
Non-Fiction	Me and My Body	People Who Help Us	Healthy practises	Animals and Habitats The world around me	Reduce, reuse, recycle	Lifecycles
Poetry	Oi frog!	Monkey and Me	Very Noisy Poems	The Walker First book of Rhymes	Commotion in the ocean	Fantastic first poems

The poetry basket	All about me	emotions	Space	Weather and the natural world	Dinosaurs The seaside	Insects and mini-beasts

Year 1

The following core writing objectives should be worked on in most modules across the year:

- Regular plural noun suffixes –s or –es (e.g. dog, dogs / wish, wishes)
- Suffixes that can be added to root words where no change is needed in the spelling of the root word (e.g. helping, helped, helper)
- How words can combine to make sentences
- Joining words and clauses using ‘and’
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks, exclamation marks to demarcate sentences
- Capital letters for names and personal pronoun I

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Previous terminology taught:

letter, capital letter
word, sentence
full stop

New terminology for pupils:

singular, plural
punctuation, question mark, exclamation mark

		Term 1		Term 2		Term 3	
Narrative	Stories with predictable phrasing (2 weeks (Aut 1) + 2 weeks (Aut 2))	Narrative- exploring verbs (2 weeks) (Aut 2)	Optional (time allowing)	Traditional Tales - Fairy tales (2 + 2 + 2 weeks) (Spr 1)	Optional (time allowing)	Contemporary fiction – stories reflecting children’s own experience (2+ 2 + 2 weeks) (Sum 2)	Optional (time allowing)
Unit specific writing objectives: (most will be focused on in at least one unit per term)			‘Take One Book’	How the prefix un- changes the meaning of verbs and adjectives (e.g. unkind or untie the boat)	‘Take One Book’	How the prefix un- changes the meaning of verbs and adjectives (e.g. unkind or untie the boat)	‘Take One Book’
Core Texts	Farmer Duck- Martin Waddell (2 weeks) (Aut 1) Where’s my Teddy? (2 weeks) (Aut 2)	Twas the Night Before Christmas- Claire Fennell		Cinderella (2 weeks) The Three Little Pigs (2 weeks) Little Red and the Very Hungry Lion (2 weeks)		Katie goes to London – James Mayhew (2 weeks) – link to Geography The last Noo-Noo- Jill Murphy (2 weeks) Giraffe’s can’t dance by Giles Andreae (2 weeks)	

Final written outcome (s)	Farmer Duck- Write a postcard from Farmer Duck (Aut 1) Where's my Teddy? - Write a series of simple sentences to re-tell Where's my Teddy? (Aut 2)	Write a series of simple sentences to re-tell part of the story		Cinderella – write a description of the Ugly Sister The Three Little Pigs – diary entry from one of the pigs Little Red and the Very Hungry Lion – write a retelling of the story	Katie goes to London – Postcard to home Giraffes Can't Dance - Report – factfile on Giraffes or Lions The Last Noo- Noo- write their own story based on text
Non-fiction	Labels, lists and captions 1 week (Aut 1 - transition unit)	Recount 2 weeks (Aut 1)	Report (2 weeks) (Spr 2)	Recount (1 week) (Spr 2)	Multiple types of non-fiction writing (cross-curricular with science) Diary, Instructions, Description, poster (6 weeks) (Sum 1)
Core texts	Plenty of love to go round- Emma Chichester Clarke	Man on the moon	Beegu	The Easter Story (cross-curricular with R.E.)	Magical Mystery of Trees – Jen Green (2 weeks) Jim and the Beanstalk (2 weeks) The Tiny Seed (1 weeks)
Final written outcome (s)	Class book containing complete captions that describe a cats behaviour Further Non-fiction unit – Instructions (Aut 2) Core text: Looking at Teddy Bears Final outcome: Instructions on how to make a toy	First Person Recount in the form of a postcard. (use first, then, next to aid sequencing)	A simple non-chronological report with a series of sentences to describe Beegu or another alien	A series of sentences re-telling the Easter Story.	MM of Trees – NCR on the features of trees Jim and the Beanstalk – Diary of a bean's growth The Tiny Seed – Poster / Description of the seed's life cycle

Poetry	Vocabulary Building (1 week) (Aut 1)		Structure – vocabulary building (2 weeks) (Spr 2)		Vocabulary Building (1 week)		Take One Poet – poetry appreciation (1 week) Dr Seuss
Key Texts	One Silver Speck by Laura Purdie Salas		Five Little Senses All in a Row by Andrew Fusek Peters My Sense Poem		Free verse – Purple is...		Rhyme
Final written outcome(s)	Write a poem about a different animal		Sense poem		Read, write and perform free verse		Personal responses to poetry Recite familiar poems by heart
Spelling of Red Words (common exception words covered by RWI)	Teach spelling of red words: to, me, go, baby	Teach spelling of red words: I've, like, all, we, want, her, call, she, some, so	Teach spelling of red words: what, do, they, old, was	Teach spelling of red words: saw, watch, school, small, their, one, who, tall.	Teach spelling of red words: brother, I'm, there, any, where, fall, wall	Teach spelling of red words: does, other, two, could, ball, would, water.	
Spelling of Common Exception Words (not included with red words)	Teaching spelling of: a, today, of, is, his, has	Teaching spelling of: says, are, were, has, you,	Teaching spelling of: we, no, by, here	Teaching spelling of: there, where, love, come, some	Teaching spelling of: once, ask, friend, school	Teaching spelling of: push, pull, full, house, our	
	Spelling days of the week						

English modules – Year 2

The following core writing objectives should be worked on in most modules across the year:

- the use of 'ly' in standard English to turn adjectives into adverbs
- subordination (when, if, that, because) and coordination (or, and, but)
- expanded noun phrases – description and specification (e.g. the blue butterfly, plain flour, the man in the moon)
- how grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- correct choice and consistent use of present and past tense throughout writing
- use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud

Previous terminology taught:

singular, plural
punctuation, question mark, exclamation mark

New terminology for pupils:

noun, noun phrase
statement, question, exclamation, command
compound, suffix
adjective, adverb, verb
tense (past, present)
apostrophe, comma

	Term 1		Term 2		Term 3	
Narrative	Traditional Tales - Fairy Tales (2 + 2 weeks) (Aut 1)	Optional (time allowing) 'Take One Book'	Stories with recurring literary language (2 weeks (Spr 1) + 2 weeks (Spr 1))	Optional (time allowing) 'Take One Book'	Traditional Tales - Myths (creation stories) (4 weeks) (Sum 1)	Optional (time allowing) 'Take One Book'
Unit specific writing objectives: <i>(most will be focused on in at least one unit per term)</i>	<ul style="list-style-type: none"> • formation of nouns using suffixes such as -ness, -er, and by compounding e.g. superman, whiteboard • formation of adjectives using suffixes such as -ful, -less • use of the suffixes -er, -est in adjectives • use of apostrophes to mark singular possession in nouns e.g. the girl's name 		<ul style="list-style-type: none"> • formation of adjectives using suffixes such as -ful, -less • use of the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting • commas to separate items in a list • apostrophes to mark where letters are missing in spelling 		<ul style="list-style-type: none"> • formation of adjectives using suffixes such as -ful, -less • use of the suffixes -er, -est in adjectives • use of the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting • use of apostrophes to mark singular possession in nouns e.g. the girl's name 	
Core Texts	Rapunzel (2 weeks) Jack and the Beanstalk (2 weeks)		Traction Man (3 weeks) (Spr 1) Emily Brown and the Thing (2 weeks) (Spr 1)		Rudyard Kipling Just So Stories	

Final written outcome (s)	Rapunzel – Diary Entry Jack and the Beanstalk – Write an alternative version	
Non-fiction	Explanations (2 weeks) (Aut 2)	Recount (2 weeks) (Aut 2)
Unit specific writing objectives: <i>(most will be focused on in at least one unit per term)</i>	<ul style="list-style-type: none"> use of the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming , he was shouting 	<ul style="list-style-type: none"> commas to separate items in a list apostrophes to mark where letters are missing in spelling <p>Additional - using adverbs of time to aid sequencing</p>
Core Texts	Cross-curricular with Science, so using relevant knowledge and explanation examples	Cross-curricular with History – Great Fire Of London, so using relevant knowledge and sources from that, recount examples
Final written outcome (s)	Explanation of how to stay healthy	First Person recount of the Great Fire of London
Poetry	Vocabulary building (list poems) (Aut 1) (2 weeks)	Structure – calligrams (Aut 2) (1 week)
Core Texts	The puffin book of Fantastic First Poems selected by June Crebbin	Examples of calligrams (single words)
Final outcome (s)	List poem based on The Great Fire of London	Write own calligrams (based on single words)

For both – write a new version, using the recurring language of the story as a model	
Report (2 weeks (Spr 2) + 2 weeks (Spr 2))	
<ul style="list-style-type: none"> formation of nouns using suffixes such as –ness, –er, and by compounding e.g. superman, whiteboard use of the suffixes –er, –est in adjectives use of apostrophes to mark singular possession in nouns e.g. the girl’s name 	
DK Find Out! Sharks by Sarah Fowler (2 weeks) (Spr 2)	
Cross-curricular link with History – Queen Elizabeth 1/Queen Victoria – relevant knowledge and sources from that, report examples (2 weeks) (Spr 2)	
DK Find out! Sharks – Report on Sharks	
Cross-curricular unit – Report on Queen Elizabeth 1 st /Queen Victoria	
Structure – calligrams (2 weeks) (Spr 1)	Vocabulary building (free verse poems) (1 week) (Spr 2)
Examples of calligrams (shape poems)	Blue balloons and Rabbit Ears by Hilda Offen
Write own calligrams (shape poems)	Read, write and perform free verse

Write a creation myth based on ones read	
Instructions (2 weeks) (Sum 2)	Explanations (2 weeks) (Sum 2)
<ul style="list-style-type: none"> commas to separate items in a list 	<ul style="list-style-type: none"> formation of nouns using suffixes such as –ness, –er, and by compounding e.g. superman, whiteboard apostrophes to mark where letters are missing in spelling
How to Wash a Woolly Mammoth by Michelle Robinson	Monsters: an owner’s guide by Jonathan Emmett and Mark Oliver
A set of instructions for a different animal	Writing own Explanation
Vocabulary building (free verse poems) (1 week) (Sum 1)	Take one poet- poetry appreciation – Micheal Rosen(2 weeks) (Sum 2)
The Sound Collector- Roger McGough	Bananas in my ears (Micheal Rosen Poetry collection) Chocolate Cake
Read, write and perform free verse	Personal responses to poetry/ writing own version of poem Recite familiar poems by heart

Teach spelling of red words (common exception words covered by RWI)	Teach spelling of red words: wash, anyone, over, wasn't, through, once, son, whole, people	Teach spelling of red words: should, come, many, mother, above, father		Teach spelling of red words: here, buy, bought, great, someone, another, walk				
Teach Spelling of Common Exception Words (not included with red words.	Teach spelling of: door, floor, poor, because, find, kind, mind, behind, child, children	Teach spelling of: wild, climb, most, only, both, old, cold, gold, hold, told, Christmas		Teach spelling of: every, break, steak, pretty, beautiful, after, fast, last, past	Teach spelling of: class, grass, pass, plant, path, bath, hour, move, prove, improve		Teach spelling of: sure, sugar, eye, could, would, who, any	Teach spelling of: clothes, busy, water, again, half, money, Mr, Mrs, parents, everybody, even
Spelling	ESSENTIAL SPELLING SCHEME 3x 20 minute lessons a week							

English Modules – Year 3

The following core writing objectives should be worked on in most modules across the year:

Expressing time, place and cause using:

- conjunctions [e.g. when, before, after, while, so, because]
- adverbs [e.g. then, next, soon, therefore]
- prepositions [e.g. before, after, during, in, because of].....
- Introduction to paragraphs as a way to group related material

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors

Previous terminology taught:

noun, noun phrase
statement, question, exclamation, command compound, suffix
adjective, adverb, verb
tense (past, present)
apostrophe, comma

New terminology for pupils:

preposition, conjunction
word family, prefix
clause, subordinate clause
direct speech
consonant, consonant letter
vowel, vowel letter
inverted commas (or 'speech marks')

	Term 1		Term 2			Term 3		
Narrative	Traditional Tales – Alternative versions (3-4 weeks) (Aut 1)	Optional (time allowing)	Narrative (3 weeks) (Spr 1)	Traditional Tales – Fables (3 weeks) (Spr 2)	Optional (time allowing) 'Take One Book'	Writing a Play script (3-4 weeks) (Sum 1)	Adventure Stories (3-4 weeks) (Sum 2)	Optional (time allowing) 'Take One Book'
Unit specific writing objectives: <i>(most will be focused on in at least one unit per term)</i>	P1 Introduction to inverted commas to punctuate direct speech.		Introduction to inverted commas to punctuate direct speech.		Introduction to inverted commas to punctuate direct speech.			
Core Texts	The Paper Bag Princess by Robert Munsch		The Finger Eater by Dick King Smith	Aesop's Fables War and Peas by Michael Foreman	Alice in Wonderland and Through the Looking Glass by Adrian Mitchell Alice in Wonderland by Lewis Carroll The adventures of the Dish and the Spoon by Mini Grey The Owl and the Pussycat by Edward Lear,		Gorilla by Anthony Browne	

Final written outcome (s)	A narrative from another character's perspective.		Write an alternative chapter	Write a fable based on The Tortoise and The Hare	Write a play script of a scene	Write an extended adventure story with chapters
Non-fiction	Non-chronological report (2-3 weeks) (Aut 1)	Newspaper Report (3 weeks) (Aut 2)	Information text (3 weeks) (Spr 1)	Explanations - Processes (2 weeks) (Spr 2)	Instructions – Cross Curricular with D and T (1-2 weeks) (Sum 1)	Persuasion - persuasive letter writing (2 weeks) (Sum 2)
Unit specific writing objectives: (most will be focused on in at least one unit per term)		Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Headings and sub-headings to aid presentation	Headings and sub-headings to aid presentation	Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)	Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Headings and sub-headings to aid presentation	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Core texts	Dr Xargle's Earth Hounds by Jeanne Willis and Tony Ross	The True Story of the Three Little Pigs by John Scieszka	Atlas of Adventures (illustrated Lucy Leatherland)	Various explanation texts eg how ice cream is made, how do plants grow	A collection of recipes, magic spells, how to make...,	The Day The Crayons Quit by Drew Daywalt and Oliver Jeffers
Final written outcome (s)	Non-chronological report on an alien	Newspaper report on the story	Leaflet for a chosen location	Explanation text on How Bees Make Honey	Instructions on how to create a shell structure in D&T	Letter persuading the crayons to come back to work
Poetry	Vocabulary building (1 week) (Aut 2)		Poetry Appreciation and Performance (2 weeks) (Spr 2)		Poetry - Haikus (2 weeks) (Sum 2)	
Core Texts	The Magic Box by Kit Wright		Edward Lear: The Quangle Wangle's Hat, The Pobble Who has no Toes		Examples of Haiku poems: Beaches- Kaitlyn Guenther	
Final written outcome (s)	Read, write and perform own free verse poems, based on those read.		Personal responses to poetry/ writing own version of poem Recite familiar poems by heart		Write Own Haikus	
Spelling	ESSENTIAL SPELLING SCHEME 3x 20 minute lessons a week					

English Modules – Year 4

The following core writing objectives should be worked on in most modules across the year:

- Standard English forms for verb inflections, instead of local spoken forms (e.g. We were not we was, I did not I done)
- Noun phrases expanded by modifying adjectives, nouns and preposition phrases (e.g. ‘the teacher’ becomes ‘the strict maths teacher with curly hair’)
- Fronted Adverbials (e.g. Later that day, I heard the bad news.)
- Use of commas after fronted adverbials
- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
- organising paragraphs around a theme in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others’ writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors

Previous terminology taught:

preposition, conjunction
word family, prefix
clause, subordinate clause
direct speech
consonant, consonant letter
vowel, vowel letter
inverted commas (or ‘speech marks’)

New terminology for pupils:

Determiner, pronoun,
possessive pronoun,
adverbial

	Term 1		Term 2		Term 3	
Narrative	Traditional Tales - Myths (quests) (4 weeks) (Aut 1)	Optional (time allowing)	A story/stories with a theme (3-4 weeks) (Spr 1)	Optional (time allowing)	Story Settings (3 weeks) (Sum 1)	Optional (time allowing)
Unit specific writing objectives	The grammatical differences between plural and possessive –s Use of inverted commas and other punctuation to indicate direct speech (e.g. comma after reporting clause /end punctuation within inverted commas: The conductor shouted, “Sit down!”) Apostrophes to mark plural possession (e.g. the girl’s name, the girls’ names)	‘Take One Book’	Use of inverted commas and other punctuation to indicate direct speech (e.g. comma after reporting clause /end punctuation within inverted commas: The conductor shouted, “Sit down!”)	‘Take One Book’	Use of inverted commas and other punctuation to indicate direct speech (e.g. comma after reporting clause /end punctuation within inverted commas: The conductor shouted, “Sit down!”)	‘Take One Book’
Core Texts	Arthur and the Golden Rope		Biscuit Bear		The Raft The Errand Boy	

Final written outcome (s)	Write a mythical adventure story		Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.		Write sections of narrative focusing on setting.	
Non-fiction	Persuasion (3 weeks) (Aut 2)		Persuasion (1 week) (Spr 1)	Report (4 weeks) (Spr 2)	Explanation (2 weeks) (Sum 1)	Discussion and Letter (2 weeks) (Sum 2)
Core Texts	The King who Banned the Dark		Leon and the place Between	Cross-curricular with History	Charlie Small: Gorilla City	Features of letters
Final written outcome (s)	A persuasive speech from 1 of 2 points of view: the king or a townsman.		Write an advert for a circus	Write a report about Ancient Egypt based on notes gathered from several sources.	Create a flowchart to explain how a new invention works. Use the notes to write an explanation.	Writing a letter to parents summarising the year.
Poetry	Vocabulary building (1 week) (Aut 2)	Structure- Riddles (1 Week)	Structure– narrative poetry (2 weeks) (Spr 1)	Poetry – vocabulary building (2 weeks) (Spr 2)	Vocabulary building (1 week) (Sum 1)	Take one poet-poetry appreciation (2 weeks) (Sum 2)
Core Texts	The Jabberwocky- Lewis Carrol	I am a Jigsaw: Puzzling Poems to Baffle your Brain Roger Stevens	Overheard on a Saltmarsh by Harold Monroe A Small Dragon by Brian Patten	Where Zebras Go Sue Hardy-Dawson	Spaced Out James Carter, Brian Moses & Various Poets	Spike Milligan
Final written outcome (s)	Read, write and perform free verse	Read and write riddles	Recite some narrative poetry by heart. Read and respond.	Read, write and perform free verse	Read, write and perform free verse	Research a Particular poet. Personal responses to poetry.
	In Term 1, children also perform a play. (3-4 weeks) (Aut 2)				In Term 3, children also use what they have learned about letter writing, to write a letter to parents summarising the year. (1 week) (Sum 2)	
Spelling	ESSENTIAL SPELLING SCHEME 3x 20 minute lessons a week					