

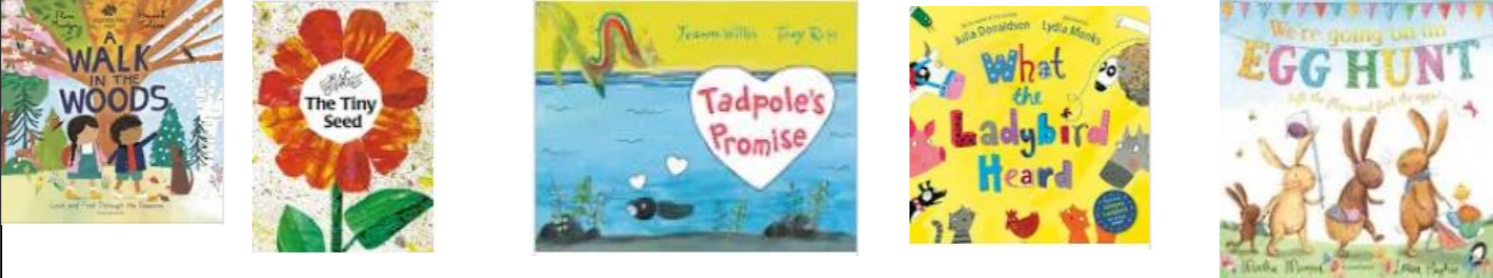


Writing

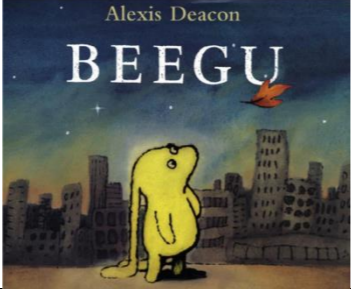
Reception

EYFS - Medium Term Planning - Writing - Spring 2



Prior Learning Links	Essential Knowledge	Vocabulary Development																								
<p>Break speech into words Begin to write a simple sentence (using CVC words) Write some irregular common words Write labels and captions Hear and say initial sounds in words Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p>	<p>Mastery Keys Attempt to write short sentences in meaningful contexts Use phonic knowledge to write words in ways which match spoken sounds Apply taught digraphs into writing</p>	<table border="0"> <tr> <td>Spring</td> <td>Water</td> </tr> <tr> <td>Summer</td> <td>Light</td> </tr> <tr> <td>Autumn</td> <td>Leaves</td> </tr> <tr> <td>Winter</td> <td>Horse/foal</td> </tr> <tr> <td>Sun</td> <td>Chicken/chick</td> </tr> <tr> <td>Snow</td> <td>Goose/goslin</td> </tr> <tr> <td>Wind</td> <td>Cocoon</td> </tr> <tr> <td>Rain</td> <td>Transform</td> </tr> <tr> <td>Seed</td> <td>Crops</td> </tr> <tr> <td>Soil</td> <td>Harvest</td> </tr> <tr> <td>Plant</td> <td></td> </tr> <tr> <td>Grow</td> <td></td> </tr> </table>	Spring	Water	Summer	Light	Autumn	Leaves	Winter	Horse/foal	Sun	Chicken/chick	Snow	Goose/goslin	Wind	Cocoon	Rain	Transform	Seed	Crops	Soil	Harvest	Plant		Grow	
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<p>Pathway Text & Genre</p>																										
<p>Writing Outcomes</p>	<p>Words and sentences linked to phonics Labels Commands Re-tell through captions and sentences Captions and sentences for beginning, middle and end of stories</p>																									
<p>Speaking & Listening</p>	<p>Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>																									
<p>Writing Composition</p>	<p>Attempt to write short sentences in meaningful contexts Use phonic knowledge to write words in ways which match spoken sounds Apply taught digraphs into writing</p>																									
<p>Spelling/Phonics</p>	<p>FFT Success for All Phonics Scheme Scope and Sequence: Spell words by identifying phonemes in them and representing them with graphemes. Graphemes for this half term: igh, oa, oo, oo, ar Red words taught this half term: ask, our, says, they, said, was, were, put, all, there, like *graphemes/red words may need to be carried over to next half term depending on length of half term, cohorts knowledge and consolidation weeks.*</p>																									



Prior Learning Links		Essential Knowledge		Key Vocabulary	
Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks Use 'and' between words and some clauses Some accurate use of the prefix un- Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Leave spaces between words		Mastery Keys Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est	Feature Keys Use some story language Include and describe a character Include and describe the setting Write simple sentences in sequence Include a beginning, middle and end	National Curriculum there so some once was here she to be friend(s)	Developing still alone stray creatures hopeful Earth
Pathway Text & Genre	Beegu by Alexis Deacon 				
Writing Outcomes	Outcome 1: To write their own version of the story with a new lost creature.		Outcome 2: To write questions to ask the lost creature.		
Speaking & Listening	Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: imagining and exploring ideas				
Punctuation & Grammar	Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark				
Sentence Types	Sentences using questions				
Writing Composition	Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Spell words containing phonemes already taught				

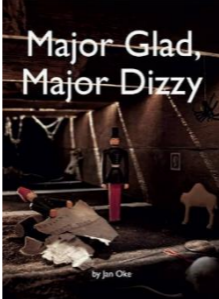
Spell common exception words

Spelling/Phonics

FFT Success for All Phonics Scheme Scope and Sequence:
Spell words by identifying phonemes in them and representing them with graphemes.
Graphemes for this half term: **-y (happy), -y (fly), ow (snow), soft c (ice), soft g (gem)**
Red words taught this half term: **busy, pretty, half, parents, everybody, sugar, prove, improve**
Common alternative spellings:
(/ee/ ey)
(/oo/ u, oul)
(/r/ wr; /or/ oor, our)
(/s/ sc, ce)
(/e/ ea)

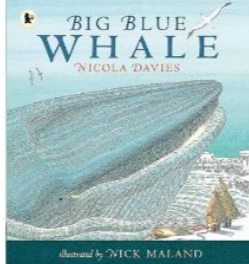
graphemes/red words may need to be carried over to next half term depending on length of half term, cohorts knowledge and consolidation weeks.



<p>Prior Learning Links</p> <p>Use subordination (when, because) Write expanded noun phrases to describe and specify Use punctuation correctly – full stop, capital letters Some accurate use of exclamation marks, question marks</p>	<p>Essential Knowledge</p>		<p>Key Vocabulary (C&P from vocab list - pathways planning)</p>	
	<p>Mastery Keys</p> <p>Use the progressive form of verbs in the present and past tense Use present and past tenses correctly and consistently Use subordination (apply because, when; introduce that) Write down ideas, key words, new vocabulary Use punctuation correctly introduce apostrophe for the possessive (singular)</p>	<p>Feature Keys</p> <p>Include detail and description to inform the reader Write in 1st person Use consistent past tense Order events with adverbs of time Include personal comments and own viewpoint Set the scene with a clear opening and establish the context Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!</p>	<p>National Curriculum</p> <p>many even eye(s) whole past would floor fast Hour hold after class could</p>	<p>Developing</p> <p>bulged dainty Mislaid private fortunate manly ceased adventurous contraptions befall</p> <p>sampler servant floorboards needle empire invent horseless Carriage tunnel pantaloons</p>
<p>Pathway Text & Genre</p>	<p>Major Glad Major Dizzy by Jan Oke</p> 			
<p>Writing Outcomes</p>	<p>Outcome 1: To write a recount of historical events from the text from Major Glad’s point of view</p>		<p>Outcome 2: To write a diary entry linked to the history curriculum.</p>	
<p>Speaking & Listening</p>	<p>Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates</p>			
<p>Punctuation & Grammar</p>	<p>Use the progressive form of verbs in the present and past tense Use present and past tenses correctly and consistently Use subordination (apply because, when; introduce that) Use punctuation correctly introduce apostrophe for the possessive (singular)</p>			
<p>Sentence Types</p>	<p>Many Questions All the Ws Double ly List sentences BOYS sentence (but, or, yet, and, so)</p>			


<p>Writing Composition</p>	<p>Write narratives about personal experiences and those of others (real or fictional) Write poetry Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p>
<p>Spelling/Phonics</p>	<p>FFT Spelling with the Jungle Club Scope and Sequence New Skills for Year 2 this half term: Adverbs ending in -ly (including split digraphs words). Irregular plural nouns and revise rules for -e/-es. Comparing different ways of spelling: (j/dge/g/ge) (se/c/ce) (-y/-ey) Year 2 Common Exception words to be taught: plant, bath, bath, half, woman, women, move, prove, improve, eye, money, monkey, honey Special skills taught: Apostrophes for possession, Contraction (haven't). Homophones (piece/peace) (to/two/too) Near Homophones (quiet/quiet)</p>



Prior Learning Links		Essential Knowledge		Key Vocabulary			
		Mastery Keys	Feature Keys	National Curriculum	Developing		
<p>Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</p> <p>Use inverted commas to punctuate direct speech</p> <p>Use conjunctions and prepositions to express time, place and cause</p> <p>Use adverbs to express time</p> <p>Group related ideas into paragraphs</p>		<p>Mastery Keys</p> <p>Use adverbs to express time, place and cause</p> <p>Build an increasing range of sentence structures</p> <p>Use headings and subheadings to aid presentation</p> <p>Assess the effectiveness of own and others' writing)</p>	<p>Feature Keys</p> <p>Use persuasive language e.g. alliteration, repetition</p> <p>Write in logical order</p> <p>Use 2nd person or 3rd person to talk directly to the reader</p> <p>Select organisational features e.g. opening statement, sub-headings, closing statement</p>	<p>National Curriculum</p> <p>actually although consider earth enough guide heart Increase</p>	<p>Developing</p> <p>important knowledge question sentence separate special therefore various weight</p>	<p>protected creature surface bristly gulp slithers nudges feast shallows stranded</p>	<p>mammal blowhole baleen Krill shrimp shoal sieve blubber Equator dawn chorus</p>
Pathway Text & Genre	Big Blue Whale by Nicola Davies						
Writing Outcomes	Outcome 1: Write an informative article about whales persuading for the protection of the blue whale		Outcome 2: To write a diary based on the current terms guided reading book – The Day I Met a Whale.				
Speaking & Listening	<p>Listen and respond</p> <p>Ask relevant questions</p> <p>Build vocabulary</p> <p>Articulate and justify answers</p> <p>Speak audibly and fluently</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Select and use appropriate registers for effective communication</p>						
Punctuation & Grammar	<p>Use adverbs to express time, place and cause</p> <p>Build an increasing range of sentence structures</p>						
Sentence Types	<p>Smile x2</p> <p>Apostrophes for possession</p> <p>Many questions</p>						

Writing Composition	<p>Plan writing by discussing the structure, vocab and grammar of similar writing</p> <p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Assess the effectiveness of own and others' writing (Mastery key)</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
Spelling/Phonics	<p>Words ending in 'al'</p> <p>Words ending in 'le'</p> <p>Adding '-ly' when the root word ends in '-le'</p> <p>Adding '-ally' when the root word ends in '-ic'</p> <p>Adding '-ly' when the words do not follow the spelling patterns</p> <p>Challenge Words</p>



	Essential Knowledge		Key Vocabulary	
	Mastery Keys	Feature Keys	National Curriculum	Developing
Prior Learning Links Use past and present tenses appropriately Sequence events Write expanded noun phrases Use inverted commas to punctuate direct speech Use prepositional phrases to add detail	Mastery Keys Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use and punctuate direct speech Use commas after fronted adverbials	Feature Keys Use of similes to describe Develop descriptions with use of a range of sentence types Use emotive language to persuade Use description and action to begin a paragraph in a story	National Curriculum build centre circle decide different difficult early island natural position separate strength	Developing Conniving consequently encroaching grotesque magnificent mysterious otherwise repulsive rugged snarl uninviting winding
Pathway Text & Genre	Stitch Head by Guy Bass 			
Writing Outcomes	Outcome 1: To write an alternative resolution to the story		Outcome 2: Explanation – lifecycle of a volcano	
Speaking & Listening	Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates			
Punctuation & Grammar	Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use and punctuate direct speech Use commas after fronted adverbials			
Sentence Types	Ing, ed sentences Double ly sentences			

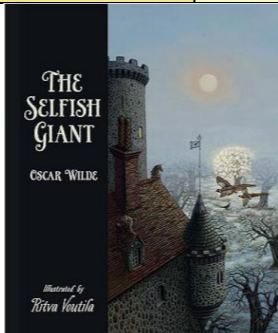
Writing Composition	<p>Plan writing by discussing the structure, vocab and grammar of similar writing</p> <p>Build an increasing range of sentence structures</p> <p>In narratives, create settings, characters and plot</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>
Spelling/Phonics	<p>Words where 'au' makes an /or/ sound</p> <p>Words ending in '-tion'</p> <p>Words ending in '-sion'</p> <p>Words ending in '-cian'</p> <p>Words that are adverbs of manner</p> <p>Challenge Words</p>



Prior Learning Links Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Organise paragraphs around a theme Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun		Essential Knowledge <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> Mastery Keys Variety of verb forms used correctly and consistently Use commas to clarify meaning or avoid ambiguity in writing Link ideas across paragraphs using adverbials and tense choices Use brackets, dashes or commas to indicate parenthesis Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) </div> <div style="width: 48%;"> Feature Keys Engage reader through use of description, feelings and opinions Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary Use real life facts, including dates and place names Use thematic language specific to the subject Use formal language appropriately </div> </div>	
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Sentence Types	<p>Noun, Which/Who/Where One word: Definition Double ly</p>
Writing Composition	<p>Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Précis longer passages Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Distinguish between the language of speech and writing. Proof-read for spelling and punctuation errors</p>
Spelling/Phonics	<p>Words spelled with 'ie' after c Words where 'ei' makes an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' Adverbs of possibility and frequency Challenge Words</p>



Prior Learning Links		Essential Knowledge		Key Vocabulary	
		Mastery Keys	Feature Keys	National Curriculum	Developing
<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Select appropriate grammar and vocabulary</p> <p>Use brackets, dashes or commas to indicate parenthesis (Y5)</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</p>		<p>Distinguish between the language of speech and writing</p> <p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> <p>Use passive verbs</p> <p>Use semi-colons to mark boundaries between independent clauses</p>	<p>Use language carefully to influence the reader's opinion of a character, place or situation</p> <p>Use archaic language</p> <p>Use paragraphs to vary pace and emphasis</p> <p>Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood</p> <p>Give clues to the reader about when the story takes place - what characters are wearing, buildings, horse drawn carriage rather than cars etc.</p>	<p>ancient</p> <p>awkward</p> <p>community</p> <p>correspond</p> <p>determined</p> <p>familiar</p> <p>forty</p> <p>Harass</p> <p>Hindrance</p> <p>Interrupt</p> <p>nuisance</p> <p>Privilege</p> <p>Rhyme</p> <p>rhythm</p> <p>stomach</p> <p>vegetable</p>	<p>bore</p> <p>rattled</p> <p>ceased</p> <p>blossoms</p> <p>Bitterly</p> <p>longed</p> <p>admired</p> <p>merely</p> <p>hastened</p> <p>slay</p> <p>ogre</p> <p>trespasser</p> <p>casement</p> <p>wound</p> <p>awe</p>
Pathway Text & Genre	<p>The Selfish Giant by Oscar Wilde</p> 				
Writing Outcomes	<p>Outcome 1: To write part of a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view</p>				
Speaking & Listening	<p>Build vocabulary</p> <p>Articulate and justify answers</p> <p>Use spoken language: speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently</p> <p>Use Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Select and use appropriate registers for effective communication</p>				
Punctuation & Grammar	<p>Use passive verbs</p> <p>Use semi-colons to mark boundaries between independent clauses</p> <p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p>				

Sentence Types	<p style="text-align: center;">Personification of weather O.I sentences</p>
Writing Composition	<p style="text-align: center;">Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Choose the appropriate register Proof-read for spelling and punctuation errors</p>
Spelling/Phonics	<p style="text-align: center;">Words with a /f/ sound spelled 'ph' Words with origins in other countries and languages Words with unstressed vowel sounds Words ending with /shuhl/ spelled 'cial' Words ending with /shuhl/ spelled 'tial' Words beginning with 'acc'</p>