

English Long Term Plan - Writing

Acomb First School



Intent

At Acomb First School, we firmly believe that reading is key to education success, and with this in mind, reading fluency and comprehension is at the core of our English teaching. We are determined to ensure that all children will be competent readers by the time they leave our school; able to decode accurately and to comprehend what they are reading. Through our vibrant reading culture and high-quality teaching, we aim to engender a love of reading and literature which will support our pupils throughout their lives.

We also understand that good readers become good writers. Our choice of high quality, engaging age-appropriate texts provide motivation and stimulus for enjoyable writing opportunities with clear audience, purpose and role. Pupils at our school are proud of their written work and understand the importance of being able to communicate effectively in both spoken and written language.

The English National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.

At Acomb 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

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.
- Grammarsaurus) 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,
- Letterjoin to teach letter formation “families” and handwriting, including joins.
- The Literacy Tree is used for developing students’ reading and writing skills progressively throughout the year, by providing a structured framework for exploring vocabulary, sentence construction, comprehension, and creative expression.

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 Reception build on the skills developed 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.

Plan – Children plan their piece of work. At this stage, the teacher will show exemplar writing, either by the teacher or by other authors. This is where the bulk input of ideas will occur. Planning will occur individually in books or be completed in groups or whole-class. This may include listing of ideas, story mapping, sequencing to retell, etc. 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 –Our writing curriculum ensures pupils develop the knowledge and skills to write effectively for a range of purposes and audiences. Writing is taught through high-quality texts and meaningful contexts, with explicit teaching of transcription, including handwriting, spelling, punctuation and grammar. Teachers use high-quality modelling and visualisers to demonstrate the writing process, making expert thinking visible. Vocabulary is explicitly developed through reading, discussion and oral rehearsal, while sentence structure is carefully taught and modelled to improve accuracy, fluency and impact. High expectations for presentation, independence and achievement underpin all aspects of writing teaching and learning.

Improve – 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, 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.

Once children enter KS2, they will be improving several sentences.

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 Acomb First School, children do not attempt to write their own poetry until KS2.

Handwriting

In Reception, children use the RWI letter formation guidance 'ditties' (e.g. 'round the apple, down the leaf' etc.). Letter Join for handwriting is then introduced in Year 1 to introduce letter formation "families". The school follows the Letter Join for Handwriting scheme as the system to teach handwriting and for formulating the rules of joining. Generally speaking, one Letter Join unit is taught per week (mapped onto the 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 Letter Join unit introduced using the software. Children then practice this formation in their handwriting books.
Tuesday	Children complete practice this formation in their handwriting books.
Wednesday	Children apply handwriting formation in 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 Letter Join software.
Thursday	Children apply handwriting formation in 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 Letter Join software.
Friday	Children apply handwriting formation in books. Staff will dictate sentence(s) that includes several examples of the specific letter/join to practise. Sentences are provided on Letter Join software.

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

Spelling

Grammar, Punctuation and Spelling (GPS) are integral parts of the writing process. 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 different means. GPS teaching, as per English teaching more generally, is part of everything that staff at Acomb First School 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. 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.

Spelling in Key Stage 1 & 2

Spelling is taught through the Grammarsaurus spelling curriculum, which provides a structured and progressive approach to the teaching of spelling patterns, rules and etymology. Through regular, explicit teaching and opportunities for retrieval and application, pupils develop confidence and accuracy in spelling, enabling them to apply their knowledge effectively across all areas of writing.

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.

Impact

At Acomb First School, our writing curriculum ensures that all children leave each key stage as confident, capable, and creative writers who can communicate their ideas clearly and effectively. The impact of our carefully structured approach is evident in the progress pupils make across year groups, their enthusiasm for writing, and the quality of their written outcomes across the curriculum.

High Standards of Writing and Presentation

Pupils develop pride in their work, demonstrating secure handwriting including letter formation and size, accurate spelling, and an understanding of grammar appropriate to their age. Through the consistent use of LetterJoin and the focus on handwriting “non-negotiables,” pupils’ presentation skills are strong and show a clear progression from mark making in EYFS to fluent, joined handwriting in Key Stage 2. By Summer 2026, all children are expected to demonstrate accurate letter formation and fluency in writing.

Improved Composition and Technical Accuracy

Children’s writing shows increasing sophistication in vocabulary choice, sentence construction, and structure. The writing cycle of *plan – write – edit – improve* ensures that pupils are taught to reflect on their work and make purposeful changes. As a result, children become independent writers capable of adapting their tone, vocabulary, and structure to suit a range of audiences and purposes.

Closing Gaps and Building Fluency

Assessment for learning and curriculum mastery approaches ensure that gaps in knowledge are identified quickly and addressed through targeted support. Consequently, children who require extra support receive it in a timely and effective manner, narrowing the attainment gap and ensuring equity of progress for all.

Love of Writing and Cross-Curricular Impact

Children talk confidently about their writing, understanding that it is a powerful tool for communication and creativity. They write with enjoyment and purpose, taking inspiration from high-quality texts used within The Literacy Tree and other schemes. The love of writing extends beyond English lessons — pupils use writing meaningfully across the curriculum in subjects such as science, history, and RE, applying their literacy skills in authentic contexts.





Measurable Outcomes

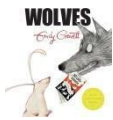
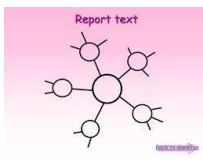


- Increased proportion of pupils achieving *Expected or Greater Depth* standards in writing across all year groups.
- Significant improvement in handwriting fluency and letter formation (measured through termly handwriting assessments).
- Improved accuracy in spelling of common exception words and application of phonics into written work.
- Consistent evidence of pupils' ability to plan, draft, and edit writing independently.
- Clear progression of writing skills from EYFS through to Year 4, as reflected in pupil books and moderation evidence.


Long-Term Impact




By the time children leave Acomb First School, they possess a secure understanding of the writing process and can write effectively for a range of audiences and purposes. They demonstrate resilience, creativity, and independence as writers. Ultimately, our pupils are prepared to thrive as articulate communicators in the next stage of their education and in later life.



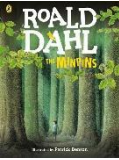

Year 1/2 Writing Curriculum Plan - Year A

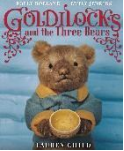

Stimulus for writing	Purpose/audience	Vocabulary, grammar and punctuation	Planning tool	Composition (End Point)	Grammasaurus	Handwriting
<p>Toys in Space by Grey 3 weeks</p> 	<p>Purpose: Entertain Audience: Teacher</p>	<p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>		<p>Short write: Narrative sentences from a character's viewpoint considering what the character can see, hear etc. using coordinating conjunctions</p> <p>Final Write: Retell the story</p>	<p>Extra step: Y1 & Y2 Full List</p> <p>Stage 2: Additional CEWs</p> <p>Step 1: Words where 'dge' makes 'j' sound</p>	<p>Letterjoin for Handwriting Unit 1-3 - Letter families, high frequency words and dictation exercises</p>
<p>The Bear and the by David Litchfield 3 weeks</p> 	<p>Purpose: Entertain Audience: Friend or teacher</p>	<p>Joining words and joining clauses using and</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement,</p>		<p>Short write:</p> <p>Final Write: Writing your own version of a narrative about bravery.</p>	<p>Step 2: Words where 'ge' makes 'j' sound</p> <p>Step 3: Words where 'g' makes 'j' sound</p>	<p>Letterjoin for Handwriting Unit 4-6 - Letter families, high frequency words and dictation exercises</p>





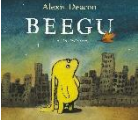

		<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use expanded noun phrases to describe and specify</p>				
<p>Wolves by Emily Gravett – Non-chronological report 2 weeks</p> 	<p>Purpose: Entertain Audience: Friend</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>3 circles for 3 subheadings – 2+ points per circle</p> 	<p>Short write: Character description.</p> <p>Final Write: Non-chronological report with informative sentences – 2 sentence under each subheading (provided by teacher) which include coordinating conjunctions.</p> <p>Subheadings may include:</p> <ul style="list-style-type: none"> • What do wolves look like? • What do wolves eat? • Where do wolves live? 	<p>Step 4: Words where 'c' makes 's' sound before e, i, y</p> <p>Step 5: Words where 'kn' and 'gn' make 'n' sound</p> <p>Step 6: challenge words</p>	<p>Letterjoin for Handwriting Unit 7 -9 - Letter families, high frequency words and dictation exercises</p>
<p>Lost and Found by Oliver Jeffers – Narrative 2 weeks</p> 	<p>Purpose: Entertain Audience: Year 1</p>	<p>Joining words and joining clauses using and</p> <p>Sequencing sentences to form short narratives</p> <p>Expanded noun phrases to describe and specify, e.g. the blue butterfly (Y2)</p>	<p>Story Mountain Planner</p> 	<p>Short write: Instructions for 'How to help someone that is lost'</p> <p>Final Write: Write own version 'losing/finding' narrative</p>	<p>Step 10: Words ending in 'al'</p>	<p>Letterjoin for Handwriting Unit 13-15 - diagonal joins, high frequency words and dictation exercises</p>

		<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) (Y2)</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Commas to separate items in a list (Y2)</p>										
<p>The Polar Express by Chris Van Allsburg – Letter</p> <p>2 weeks</p>	 <p>Purpose: Inform Audience: Father Christmas</p>	<p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<div style="border: 1px solid red; padding: 5px; text-align: center;"> <p>... to discuss</p> <table style="margin: auto;"> <tr> <td style="border-right: 1px solid red; padding: 5px;">*</td> <td style="padding: 5px;">*</td> </tr> <tr> <td style="border-right: 1px solid red; padding: 5px;">*</td> <td style="padding: 5px;">*</td> </tr> <tr> <td style="border-right: 1px solid red; padding: 5px;">*</td> <td style="padding: 5px;">*</td> </tr> </table> </div>	*	*	*	*	*	*	<p>Short write: Write their accounts of being found and invited aboard whilst drinking hot chocolate</p> <p>Final Write: Write a letter to Santa in role as the character they have created explaining why they should be the recipients of the first gift of Christmas</p>	<p>Step 11: Words ending in 'il'</p> <p>Step 12: Challenge words</p> <p>Step 13: Words where 'y' makes 'igh' sound</p>	<p>Letterjoin for Handwriting Unit 16-18 - horizontal joins, high frequency words and dictation exercises</p>
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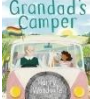

<p>Twas the Night Before Christmas (poem) by Clement Clarke Moore <i>1 week</i></p> 	<p>Purpose: Entertain Audience: Parents (at Nativities)</p>	<p>N/A</p>	<p>N/A</p>	<p>Final Write: Performance of The Christmas Story poem</p>	<p>Step 14: Words ending in y where -es is added</p> <p>Step 15: Words ending in y where -ed is added</p> <p>Step 16: Words ending in y where -er and -est are added</p>	<p>Letterjoin for Handwriting Unit 16-18 - horizontal joins, high frequency words and dictation exercises</p>
<p>Dear Earth by Isabel Otter – <i>Leaflet</i> <i>3 weeks</i></p> 	<p>Purpose: Inform Audience: Year 3 children</p>	<p>Formation of nouns using suffixes such as -ness, -er</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>3 circles for 3 subheadings –2 or 3 points per circle</p> 	<p>Short write: Travel blog/vlog</p> <p>Final Write: Leaflet 2 sentence under each subheading (provided by teacher) with sentences correctly punctuated, differentiated by structure. Include apostrophe for singular possession..</p> <p>Subheadings should be questions and may include:</p> <ul style="list-style-type: none"> • Why is our Earth special? • What are some endangered animals? • What are some of the problems? • What are some of the solutions? 	<p>Step 17: Words where 'y' makes 'igh' sound</p> <p>Step 18: Challenge words</p> <p>Step 19: Words ending in e where -er and -est are added</p>	<p>Letterjoin for Handwriting Unit 19-21 - The letter 'f', high frequency words and sequencing sentences</p>



<p>The Odd Egg by Emily Gravett– Non-fiction report 3 weeks</p> 	<p>Purpose: Inform Audience: Mrs Shaw</p>	<p>[for example, the girl's name]</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Using the prefix un–</p> <p>Using –ing, –ed, –er and –est</p>		<p>Short write: A letter to duck to tell her about her new egg</p> <p>Final Write: Leaflet 2 sentence under each subheading (provided by teacher) with sentences correctly punctuated, differentiated by structure. Include apostrophe for singular possession..</p> <p>Subheadings should be questions and may include:</p> <ul style="list-style-type: none"> • Laying eggs • Robin eggs • Owl eggs • Alligator eggs 	<p>Step 20: Words where -ing is added to single syllable words</p>	<p>Letterjoin for Handwriting Unit 22-24 - The letter 'k', high frequency words and sequencing sentences</p>
<p>The Minpins by Roald Dahl– Adventure narrative 2 weeks</p> 	<p>Purpose: Entertain Audience: Chestnut Class</p>	<p>Joining words and joining clauses using and and or</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Correct choice and consistent use of present tense and past tense throughout writing</p>		<p>Short Write: Setting description</p> <p>Final Write: Own version adventure narrative</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>Letterjoin for Handwriting Unit 25-27 - The letter 'b' and 'd', high frequency words and sequencing sentences</p>


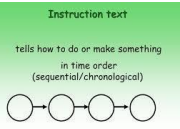


		<p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>Commas to separate items in a list</p>				
<p>Goldilocks and the Three Bears by Laura Child <i>– retelling from another point of view</i> 3 weeks</p> 	<p>Purpose: Entertain Audience: Miss Williamson</p>	<p>Regular plural noun suffixes –s or –es</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p> <p>Use expanded noun phrases to describe and specify</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>		<p>Short Write: Character description as a wanted poster</p> <p>Final Write: Writing a retelling of the story from another point of view</p>	<p>Step 24: Challenge words</p> <p>Step 25: Words where ‘ey’ diagraph makes ‘ee’ sound</p>	<p>Letterjoin for Handwriting Unit 25-27 - The letter ‘w’, high frequency words and sequencing sentences</p>

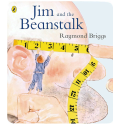
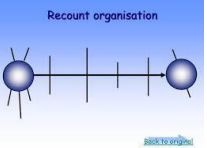
<p>Julian in a Mermaid – <i>instructions to make a headdress</i> 2 weeks</p> 	<p>Purpose: Instruct Audience: Friend</p>	<p>I can use suffixes (-ment, -ness, -ful, -ly)</p> <p>I can use time related adverbs to sequence and connect ideas (adverbs and adverbial phrases).</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>Instruction text Tells how to do or make something in time order (sequential/chronological)</p> 	<p>Short write: Writing an advertisement for carnival costumes</p> <p>Final Write: Write an instructional text on how to make a headdress including imperative verbs</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>Letterjoin for Handwriting Unit 25-27 - The letter 's', high frequency words</p>
<p>The Great Fire of London by Emma Adams and James Weston Lewis– <i>information booklet</i> 3 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>I can use coordinating conjunctions and some subordinating conjunctions to join clauses together.</p>	<p>Report text</p> 	<p>Short write: A letter to King Charles II giving advice on how to combat the fire.</p> <p>Final Write: An information booklet about the Great Fire of London that makes a comparison between London now and then.</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>Beegu by Alexis Deacon – <i>own version narrative</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>Story Mountain Planner</p> 	<p>Short Write: Report on their own alien that will appear in their narrative</p> <p>Final Write: Write own version narrative 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>


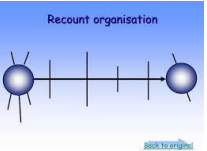

Year 1/2 Writing Curriculum Plan - Year B



Stimulus for writing	Purpose/ audience	Vocabulary, grammar and punctuation	Planning tool	Composition (End Point)	Grammasaurus	Handwriting
<p>Last Stop on Market Street by Matt de la Pena - Narrative</p> 	<p>Purpose: Entertain Audience: Teacher</p>	<p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>		<p>Short write: Narrative sentences from a character's viewpoint considering what the character can see, hear etc. using coordinating conjunctions</p> <p>Final Write: Retell the story</p>	<p>Extra step: Y1 & Y2 Full List</p> <p>Stage 2: Additional CEWs</p> <p>Step 1: Words where 'dge' makes 'j' sound</p>	<p>Letterjoin for Handwriting Unit 1-3 - Letter families, high frequency words and dictation exercises</p>
<p>Grandad's Camper by Harry Woodgate – Sequel narrative</p> 	<p>Purpose: Entertain Audience: Parent</p>	<p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</p> <p>Sentences with different forms: statement, question,</p>		<p>Short write: 'Wish you were here' postcards considering what the character can see, hear etc. using coordinating conjunctions</p> <p>Final Write: Write sequel narrative</p>	<p>Step 7: Words where 'wr' make 'r' sound</p> <p>Step 8: Words ending in 'le'</p> <p>Step 9: Words ending in el</p>	<p>Letterjoin for Handwriting Unit 10-12 - Letter families, high frequency words and dictation exercises</p>

		<p>exclamation, command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The past tense correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because)</p>				
<p>The Snowman by Raymond Briggs - Own narrative</p> 	<p>Purpose: Entertain Audience: Miss Williamson</p>	<p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>		<p>Short write: Write their accounts of being found and instructions of how to build a snowman</p> <p>Final Write: Write their own version of 'The Snowman'</p>	<p>Step 11: Words ending in 'il'</p> <p>Step 12: Challenge words</p> <p>Step 13: Words where 'y' makes 'igh' sound</p>	<p>Letterjoin for Handwriting Unit 16-18 - horizontal joins, high frequency words and dictation exercises</p>





<p>Billy and the Beast by Nadia Shireen – <i>Recipe</i></p> 	<p>Purpose: Instruct Audience: The Beast</p>	<p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Expanded noun phrases for description and specification</p> <p>Commas to separate items in a list</p>		<p>Short write: An email of advice</p> <p>Final Write: Write a recipe for The Beast to follow</p>	<p>Step 17: Words where ‘y’ makes ‘igh’ sound</p> <p>Step 18: Challenge words</p> <p>Step 19: Words ending in e where -er and -est are added</p>	<p>Letterjoin for Handwriting Unit 19-21 - The letter ‘f’, high frequency words and sequencing sentences</p>
<p>Send for a Superhero by Michael Rosen & Katharine McEwan - <i>Character descriptions</i></p> 	<p>Purpose: Entertain Audience: Chestnut Class</p>	<p>- Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] -</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>		<p>Short write: A letter to ask a superhero for help</p> <p>Final write: A wanted poster that includes a detailed character description.</p>	<p>Step 20: Words where -ing is added to single syllable words</p>	<p>Letterjoin for Handwriting Unit 22-24 - The letter ‘k’, high frequency words and sequencing sentences</p>



		Expanded noun phrases for description and specification				
<p>Jim and the Beanstalk by Raymond Briggs - Letter</p> 	<p>Purpose: Inform Audience: Jim</p>	<p>Joining words and joining clauses using and and or</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>Commas to separate items in a list</p>		<p>Short Write: Setting description</p> <p>Final Write: Consider the point of view of the 'villain' in the story and write a letter in role to the main character.</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>Letterjoin for Handwriting Unit 25-27 - The letter 'b' and 'd', high frequency words and sequencing sentences</p>



<p>Tadpole's Promise – <i>Explanation of a life cycle</i> 3 weeks</p> 	<p>Purpose: Inform Audience: Mrs Gray</p>	<p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify</p> <p>The present and past tenses correctly and consistently</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>		<p>Short write: Setting description</p> <p>Final Write: Write an explanation text about the life cycle of a frog</p>	<p>Step 26: Words where 'a' makes an 'o' sound</p> <p>Step 27: Words where the /er/ and /or/ sounds are spelled 'or' and 'ar'</p> <p>Step 28: Words where 'si' makes an /zh/ sound</p>	<p>Letterjoin for Handwriting Unit 25-27 - The letter 's', high frequency words and word spacing</p>
<p>Yeti and the Bird by Nadia Shireen – Own Narrative</p> 	<p>Purpose: Entertain Audience: Chestnut Class</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>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>		<p>Short write: Writing a character description</p> <p>Final Write:: Own version narrative about an unlikely friendship</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>Letterjoin for Handwriting Unit 25-27 - The letter 's', high frequency words</p>




		<p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Use correct choice and consistent use of present tense and past tense throughout writing</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>				
<p>A Walk in London by Salvatore Rubbino– ‘A Walk in...’ guidebook</p> 	<p>Purpose: Inform</p> <p>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>I can use coordinating conjunctions and some subordinating conjunctions to join clauses together.</p>		<p>Short write: Persuasive poster</p> <p>Final Write: A guidebook for ‘A Walk in...’</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>


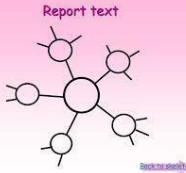
Year 3/4 Writing Curriculum Plan - Year A



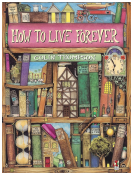


Stimulus for writing	Purpose/ audience	Vocabulary, grammar and punctuation	Planning tool	Composition (End Point)	Grammasaurus	Handwriting
<p>Nen and the Lonely Fishermen by Ian Eagleton – <i>Own version of narrative</i></p> 	<p>Purpose: Entertain Audience: Miss Waugh</p>	<p>I can use coordinating conjunctions and some subordinating conjunctions to join clauses together.</p> <p>I can add extra detail by using expanded noun phrases and prepositions.</p> <p>I can use apostrophes to show contracted form.</p>		<p>Short write: setting description</p> <p>Final Write: Write own version of the narrative using coordinating conjunctions/ prepositions including writing using expanded noun phrases.</p>	<p>Step 1: Words where 'ou' diagraph makes /ow/ sound</p> <p>Step 2: Words where 'ou' diagraph makes /u/ sound</p> <p>Step 3: Words where 'y' makes /i/ sound</p>	<p>Letterjoin for Handwriting Unit 1 – 10 (double letters and irregular verbs)</p>
<p>The Seed of Doubt by Irene Brignull – <i>motivation leaflet</i></p> 	<p>Purpose: Inform Audience: A friend</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>Short write: a letter of advice</p> <p>Final Write: Write an organised motivational leaflet 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> <p><i>Why is it important to dream?</i></p>	<p>Step 16: Words with suffix –ly</p> <p>Step 17: Words that are homophones</p>	<p>Letterjoin for Handwriting Unit 11 – 12 (ascenders and irregular verbs)</p>


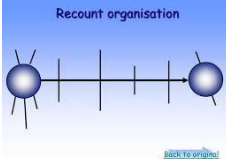
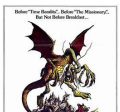

				<p><i>What dreams could you have? What jobs could you do?</i></p> <p><i>Where could you travel?</i></p> <p><i>How can you achieve your dream?</i></p> <p><i>Why is it important to have a mentor / role model?</i></p> <p>Provide printed images for children to use in their report.</p> <p><i>Publish their writing to take home</i></p>		
<p>Jim, a cautionary tale by Hilaire Belloc and Mini Grey – <i>Narrative poem</i></p> 	<p>Purpose: Persuade</p> <p>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</p>  <p>points per circle</p>	<p>Final Write: 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>	<p>Step 7: Words with prefix re-</p> <p>Step 8: Words with prefix dis-</p>	<p>Letterjoin for Handwriting Unit 13 – 14 (double letters)</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>The Barnabus Project by Devin Fan - brochure</p> 	<p>Purpose: Entertain Audience: Friend</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 make careful choices around vocabulary.</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>	<p>Report text</p> 	<p>Short write: Describe a selected character through what they say, do and their appearance.</p> <p>Final Write:: Write an organised brochure 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> <p><i>What are the imperfect pets like?</i></p> <p><i>Build your own friendship pet</i></p> <p><i>What is the history of the shop?</i></p> <p><i>What have the customers said about our shop?</i></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>Letterjoin for Handwriting Unit 15 – 16 (double letters and number names)</p>

<p>The Polar Express by Chris Van Allsburg – Debate</p> 	<p>Purpose: Inform and persuade Audience: Year 4 children</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 use apostrophes to show contracted forms that are spelled correctly.</p> <p>I can make careful choices around vocabulary.</p>	<p>... to discuss</p> 	<p>Short write: Writing an advert</p> <p>Final Write: Participate in a debate regarding the motion: <i>'This house believes that it is the right of a believer to hold one's own beliefs!'</i> Work in debating teams to devise arguments pro or anti the motion</p>	<p>Step 13: Words with 'ai' and 'aigh'</p> <p>Step 14: Words with 'ei' and 'eigh'</p> <p>Step 15: Words where 'ey' diagraph make 'ai' sound</p>	<p>Letterjoin for Handwriting Unit 17 – 19 (double letters and odd and even numbers)</p>
<p>Twas the Night Before Christmas (poem) by Clement Clarke Moore</p> 	<p>Purpose: Entertain Audience: Parents (at Nativities)</p>	<p>N/A</p>	<p>N/A</p>	<p>Week 16: Performance of The Christmas Story poem</p>	<p>Step 16: Words with suffix –ly</p> <p>Step 17: Words that are homophones</p>	<p>Letterjoin for Handwriting Unit 17 – 19 (double letters)</p>
<p>Cinderella of the Nile – own version traditional tale</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>Final Write: 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>Letterjoin for Handwriting Unit 25 – 28 (French colours)</p>




		<p>I can describe characters and convey characteristics through description (movement) and dialogue (what they say).</p>				
<p>The Crown by Emily Kapff – ‘Book of Wonder’ information text</p> 	<p>Purpose: Inform Audience: Mrs Shaw</p> <p><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>Short write: Diary entry in role</p> <p>Final Write: Writing an information text about some of the natural wonders of nature we can find in our world and how we can look after them.</p> <p>2+ sentences under each subheading (provided by teacher) which include ‘coordinating and subordinating conjunctions.</p> <p>Subheadings may include:</p> <ul style="list-style-type: none"> • Why is it important to look after the environment ? • Wonders in nature • How to look after the environment • Why is it important? The future • Children’s own ideas – allow choice 	<p>Step 20: Words ending in ‘le’</p> <p>Step 21: Words ending in -ly when base word ends in ‘le’</p> <p>Step 22: Words ending in -ly where base word ends in ‘ic’</p>	<p>Letterjoin for Handwriting Unit 29 – 32 (French animals and food)</p>



<p>The Last Garden by Rachel Ip – <i>Own extended narrative</i> 3 weeks</p> 	<p>Purpose: Entertain Audience: Miss Derby <i>Publish writing to take home</i></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>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>		<p>Short write: Setting description</p> <p>Final Write: Write their own version of this narrative about a community overcoming adversity.</p>	<p>Step 24: Challenge words</p> <p>Step 25: Words ending with the suffix '-er'</p>	<p>Letterjoin for Handwriting Unit 33 – 36 (French weather and body parts)</p>
<p>How to Live Forever by Colin Thompson – <i>prequel</i></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>Short write: Character description</p> <p>Final Write: Write a prequel narrative</p>	<p>Step 26: Words where 'ch' diagraph make 'k' sound</p> <p>Step 27: Words ending in -gue and -que</p> <p>Step 28: Words where 'sc' diagraph makes 's' sound</p>	<p>Letterjoin for Handwriting Unit 37 – 38 (dictation)</p>
<p>The Matchbox Diary by Paul Fleischman – <i>biography</i> Non-Fiction</p> 	<p>Purpose: Inform Audience: Children in another year group, children to decide</p>	<p>I can include variation in the way sentences start e.g. use of fronted adverbials.</p>	<p>Circles for subheadings, key words around each circle.</p>	<p>Short write: Diary entry</p>	<p>Step 29: Words that are homophones</p>	<p>Letterjoin for Handwriting Unit 39 – 40 (dictation)</p>




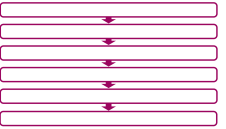
		<p>I can structure a non-fiction text appropriately, organising information into sections.</p> <p>I can use apostrophes to show singular possession,</p> <p>I can use capital letters for a growing range of proper nouns.</p>		<p>Final Write: Write an organised biography about Grandad.</p> <p>2+ sentence under each subheading (chosen from a suggested list) which include simple, compound and complex sentences.</p> <p>Subheadings may include: Life in Italy Journey to America Arrival at Ellis Island Life in America</p> <p>Provide printed images for children to use in their report.</p>	Step 30: Challenge words	
<p>FARThER by Grahame Baker Smith – <i>recount in role</i></p> 	<p>Purpose: Entertain Audience: Teacher</p>	<p>Varied sentence structure and use of present perfect tense</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 describe characters and convey characteristics through description (movement) and dialogue (what they say).</p>	<p>Recount organisation</p> 	<p>Short write: Describe main settings in text.</p> <p>Final Write: Diary entry with correct use of present perfect tense in role as The Boy.</p>	Revision	<p>Letterjoin for Handwriting Unit 39 – 40 (dictation)</p>
<p>Jabberwocky by Lewis Carroll – <i>writing own poetry</i> 2 weeks</p> 	<p>Purpose: Entertain Audience: Self</p>	<p>I can describe characters and convey characteristics through description (movement) and</p>	<p>Report text</p> 	<p>Final Write: Create their own nonsense verse with a gruesome creature based on the same structure.</p>	Revision	<p>Letterjoin for Handwriting Unit 39 – 40 (dictation)</p>



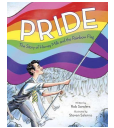

		<p>dialogue (what they say).</p> <p>I can make careful choices around vocabulary.</p> <p>I can use adjectives, expanded noun phrases, verbs, adverbs, and prepositions</p>				
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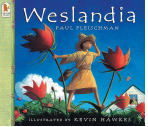
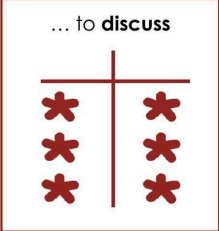
Year 3/4 Writing Curriculum Plan - Year B


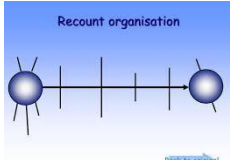
Stimulus for writing	Purpose/ audience	Vocabulary, grammar and punctuation	Planning tool	Composition (End Point)	Grammasaurus	Handwriting
<p>The First Drawing by Mordicai Gerstein – <i>Own historical narrative</i></p> 	<p>Purpose: Entertain Audience: Miss Waugh</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Introduction to inverted commas to punctuate direct speech</p>		<p>Short write: character description</p> <p>Final Write: Write own version of the narrative using coordinating conjunctions/ prepositions including writing using expanded noun phrases.</p>	<p>Step 1: Words where 'ou' diagraph makes /ow/ sound</p> <p>Step 2: Words where 'ou' diagraph makes /u/ sound</p> <p>Step 3: Words where 'y' makes /i/ sound</p>	<p>Letterjoin for Handwriting Unit 1 – 10 (double letters and irregular verbs)</p>
<p>Granny Came Here on the Empire Windrush</p> 	<p>Purpose: Inform Audience: Miss Derby</p>	<p>I can structure a non-fiction text appropriately, organising information</p>	<p>4+ circles for 4+ subheadings – 2 or 3 points per circle</p> <p><i>Donnet text</i></p>	<p>Short write: a letter</p> <p>Final Write: write a factual report about</p>	<p>Step 16: Words with suffix –ly</p>	<p>Letterjoin for Handwriting Unit 11 – 12 (ascenders and irregular verbs)</p>

<p>by Patrice Lawrence – Report</p>		<p>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>the Windrush heroes and their struggles, successes and contributions to British life.</p>	<p>Step 17: Words that are homophones</p>	
<p>The Snowman by Raymond Briggs - <i>Own narrative</i></p> 	<p>Purpose: Entertain Audience: Miss Williamson</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Using fronted adverbials</p>		<p>Short write: Write their accounts of being found and instructions of how to build a snowman</p> <p>Final Write: Write their own version of 'The Snowman'</p>	<p>Step 7: Words with prefix re-</p> <p>Step 8: Words with prefix dis-</p>	<p>Letterjoin for Handwriting Unit 13 – 14 (double letters)</p>

<p>Varmints by Helen Ward & Marc Craste - Explanation of a life cycle</p> 	<p>Purpose: Inform Audience: Maple Class</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using fronted adverbials</p>	<p>Report text</p> 	<p>Short write: write speeches to a secret society of gardeners who plan to change the world through the power of nature</p> <p>Final Write: write an explanation text about the life cycle of a plant with a clear structure.</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>Letterjoin for Handwriting Unit 15 – 16 (double letters and number names)</p>
<p>Jim, a cautionary tale by Hilaire Belloc and Mini Grey – Narrative poem</p> 	<p>Purpose: Persuade Audience: Friend or teacher</p>	<p>Expressing time, place and cause using conjunctions and adverbs [if and then]</p> <p>Use fronted adverbials for time, place and manner, e.g. later that day.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>		<p>Short write: A warning announcement</p> <p>Final write: Write their own cautionary tale</p>	<p>Step 13: Words with 'ai' and 'aigh'</p> <p>Step 14: Words with 'ei' and 'eigh'</p> <p>Step 15: Words where 'ey' diagraph make 'ai' sound</p>	<p>Letterjoin for Handwriting Unit 17 – 19 (double letters and odd and even numbers)</p>

<p>The Wilderness by Steve McCarthy - Wilderness guide</p> 	<p>Purpose: Inform Audience: Peers</p>	<p>Using the present progressive tense</p> <p>Using conjunctions and adverbs to express time, place and cause</p> <p>Using fronted adverbials for time, place and manner</p> <p>Using commas after fronted adverbials</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)</p> <p>Using headings and subheadings to aid presentation</p>	<p>Report text</p> 	<p>Short write: Character description</p> <p>Final write: Write a guide to enjoying the wilderness to inspire other children to enjoy getting outdoors in nature.</p>	<p>Step 16: Words with suffix -ly</p> <p>Step 17: Words that are homophones</p>	<p>Letterjoin for Handwriting Unit 17 – 19 (double letters)</p>
<p>Pride by Rob Sanders and Steven Salerno – biography</p> 	<p>Purpose: Inform Audience: Teacher</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Headings and sub-headings to aid presentation</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and</p>	<p>Report text</p> 	<p>Short write: write leaflets about the Pride Flag,</p> <p>Final write: Write a biography of the activist's life.</p>	<p>Step 18: Challenge words</p> <p>Step 19: Words ending in '-al'</p>	<p>Letterjoin for Handwriting Unit 25 – 28 (French colours)</p>

		<p>preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of commas after fronted adverbials</p>				
<p>Weslandia by Paul Fleischman <i>book review</i></p> 	<p>Purpose: Inform Audience: Miss Derby</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Use of paragraphs to organise ideas around a theme</p>		<p>Short write: Diary entry in role</p> <p>Final write: Book review</p>	<p>Step 20: Words ending in 'le'</p> <p>Step 21: Words ending in -ly when base word ends in 'le'</p> <p>Step 22: Words ending in -ly where base word ends in 'ic'</p>	<p>Letterjoin for Handwriting Unit 29 – 32 (French animals and food)</p>

<p>The Baker by the Sea by Paula White – <i>Letter</i></p> 	<p>Purpose: Inform Audience: Local people</p>	<p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Headings and sub-headings to aid presentation</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Use of commas after fronted adverbials</p>		<p>Short write: Job application</p> <p>Final write: write a response to the council leader</p>	<p>Step 24: Challenge words</p> <p>Step 25: Words ending with the suffix '-er'</p>	<p>Letterjoin for Handwriting Unit 33 – 36 (French weather and body parts)</p>
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