

**Intent:**

Pupils will start to use learned vocabulary. They will write down simple ideas. Pupils will appreciate that information can be conveyed through writing and pictures/symbols.

**Learning Outcomes  
Knowledge and Skills  
To know, to use, to apply...**

**Links to:  
Literacy, Numeracy, SMSC,  
Gatsby Benchmarks**

**Term one****Weeks 1-4****To develop your handwriting skills.**

Writing that corresponds with the book they are reading (see reading planning). Tracing over writing from the book, copying out text, answering comprehension questions.

Play based activities – writing in sand, dough, chalk boards, mini white boards.

Handwriting practise – practise writing different letters of the alphabet.

[Make marks.](#)

[To trace.](#)

[To copy accurately.](#)

Please see lower school medium term plan.

**Weeks 5-8****To predict what will happen in a set text.**

Writing that complements the second book pupils have chosen to read (see reading planning). Writing out predictions of what will happen in the book. Artwork linked to the book.

See reading outcomes.

**Weeks 9-16****To analyse different types of text.**

Look at various different types of text – leaflets, posters etc. Discussion on how the pictures or symbols let the reader know the topic. Analyse the features – headings, sub headings. Create a poster or leaflet on your termly topic using pictures, symbols and writing. Produce writing on preferred way of communicating – handwritten, using ICT.

Promote the use of learned vocabulary (linked to phonics sessions). Build a vocabulary book of words you know with pictures.

[Describe what you can see.](#)

[Recognise different features of a poster or leaflet.](#)

[Create your own poster or leaflet.](#)

**Term two****Weeks 1-3****To demonstrate your understanding of rhyme.**

Rhyme – see reading planning. Produce meaningful marks associated with the rhymes/songs. Write their own name on work, produce pictures/marks (on various materials) that demonstrate what they have read. Write about what they have read.

[Make marks on material that show your understanding of the rhyme or song.](#)

[Write clearly on material with support, showing your understanding of the rhyme or song.](#)

[To write independently on material showing your understanding of the rhyme or song.](#)

**Weeks 4-6****To use illustrations to aid comprehension of text**

Focus on photographs/clues to understand what is happening (see reading planning). Trace pictures/shapes/writing.

[Describe photographs.](#)

[Use photographs to explain a story.](#)

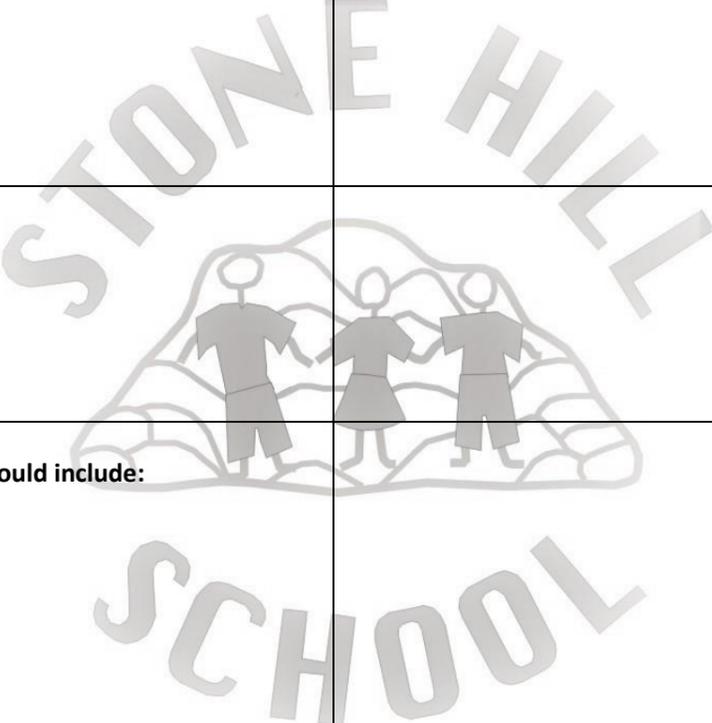
[Write about the story.](#)

[Create your own illustrated story.](#)

**Weeks 7-9****To identify important objects in the story.**

Treasure hunt (see reading planning) – find the objects, link them to reading material, make marks or symbols to explain how they are linked to the story.

[Describe the object.](#)

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| <p>Find the object in the story.<br/>Write about each object.</p>  |  |
| <p><b>Weeks 10-12</b><br/><b>To follow instructions.</b><br/>Follow simple instructions (see reading planning). Show they understand with marks and symbols.<br/>Follow an instruction.<br/>Use photographs to explain the instructions you followed.<br/>Create your own instructions for somebody to follow.</p>   |  |
| <p><b>Term three</b></p>   |  |
| <p><b>Weeks 1-2</b><br/><b>To evaluate what is important to you.</b><br/>All about me writing. See reading planning.<br/>Explain what is important to you.<br/>Listen to others.<br/>Create writing on what is important to you and others.</p>  |  |
| <p><b>Weeks 3-4</b><br/><b>To research a person of interest.</b><br/>Case studies on celebrities. See reading planning.<br/>Explain people that you find interesting.<br/>Use the internet to research a person you find interesting.<br/>Create a fact file.</p>  |  |
| <p><b>Weeks 5-6</b><br/><b>To plan a school trip.</b><br/>School trip. See reading planning.<br/>Discuss places you would like to go.<br/>Investigate a place of interest.<br/>Visit place of interest.<br/>Create a report on signs and instructions from the venue you visited.</p>  |  |
| <p><b>Weeks 7-12</b><br/><b>General handwriting skills. Differentiate handwriting practise for each child. These activities could include:</b></p> <ul style="list-style-type: none"> <li>Alphabet</li> <li>Letters</li> <li>Sounds</li> <li>Lower case letters</li> <li>Upper case letters</li> <li>Writing next to a margin</li> <li>Writing on a line</li> <li>Using full stops</li> <li>Using nouns</li> </ul> |  |
| <p><b>Intended impact:</b><br/>Pupils will develop an understanding of the purpose of writing. Their writing skills will develop so that they can start to write short narratives independently. Pupils will plan their work; they will persevere to succeed. Pupils will recognise who can help them with their learning. Pupils will improve their own work.</p>   |  |