

**Intent:**

Pupils will write for a variety of different purposes with a focus on handwriting (formation of letters), planning and evaluating work.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
Autumn	1-3	See reading planning for topics, themes and key vocabulary.	<p>Handwriting practice.</p> <ul style="list-style-type: none"> <li>Practice letter formation</li> <li>Practice lower and upper case letters</li> <li>Practice joined writing.</li> </ul> <p><b>To write for a specific purpose.</b></p> <p>Writing for different purposes. Writing that links to the reading planning (non-fiction material) 'writing to inform' – instructions, newspaper articles etc. Writing should show the above skills and also correct use of capital letters and finger spacing.</p> <p>There should be evidence of planning work, drafting work and final copy. Evidence of sharing work with staff and peers and acting on feedback.</p> <p>Write non-fiction. Write using non-fiction techniques. Improve own work.</p>	See reading planning for links to numeracy, SMSC and Gatsby Benchmarks.
	4-6		<p><b>To write to describe.</b></p> <p>Writing to describe (see reading planning).</p> <ul style="list-style-type: none"> <li>Practice letter formation.</li> <li>Practice lower and upper case letters.</li> <li>Practice joined writing.</li> </ul> <p>Writing should show the above handwriting skills (suitable to ability) and also correct use of capital letters and finger spacing.</p> <p>There should be evidence of planning work, drafting work and final copy. Evidence of sharing work with staff and peers and acting on feedback.</p> <p>Produce descriptive writing. Use specific descriptive techniques (5 senses, different paragraph for each sense, zoom in on one area). Improve own and others work.</p>	
	7-12		<p><b>To create a narrative.</b></p> <p>Write narratives about fictional characters.</p> <ul style="list-style-type: none"> <li>Practice letter formation.</li> <li>Practice lower and upper case letters.</li> </ul>	

			<ul style="list-style-type: none"> <li>Practice joined writing.</li> </ul> <p>Writing should show the above handwriting skills (suitable to ability) and also correct use of capital letters and finger spacing.</p> <p>There should be evidence of planning work, drafting work and final copy. Evidence of sharing work with staff and peers.</p> <p>Create own characters. Use identified techniques for creating characters. Improve own work and that of others.</p>	
	13-16		<p><b>To understand poetic technique.</b></p> <p>Practice letter formation. Practice lower and upper case letters. Practice joined writing.</p> <p>Writing should show the above handwriting skills (suitable to ability) and also correct use of capital letters and finger spacing.</p> <p>There should be evidence of planning work, drafting work and final copy. Evidence of sharing work with staff and peers.</p> <p>Create poetry. Use poetic technique. Improve work and that of others.</p>	
Spring	1-5		<p>Non chronological reports and reviews. (See reading planning for specific outcomes).</p> <ul style="list-style-type: none"> <li>develop stamina for writing</li> <li>write about real events</li> <li>write for different purposes</li> <li>write own report</li> <li>create a review</li> </ul> <p>Describe a known place. Use techniques for creating non-chronological reports (travel review format). Compare report to others for similarities and differences.</p>	
	6-8		<p><b>To use commands in writing. (Questions marks and exclamation marks).</b></p> <p>Practice letter formation. Practice lower and upper case letters. Practice joined writing.</p> <ul style="list-style-type: none"> <li>form letters of the correct size</li> <li>join letters</li> <li>use capital letters, full stops and finger spaces</li> <li>use commands</li> </ul>	

	9-12		<p><b>To create a story in a familiar setting.</b></p> <p>(See reading planning for outcomes).</p> <ul style="list-style-type: none"> <li>• Plan/draft work</li> <li>• proof read work</li> <li>• improve own work.</li> </ul>	
Summer	1-3		<p><b>To write to persuade.</b></p> <p>Formal and informal letter writing. Analyse and compare styles, purposes and audiences. Pupils to read letters in order to produce their own. (See reading planning for outcomes).</p> <ul style="list-style-type: none"> <li>• Write a persuasive letter</li> </ul>	
	4-5		<p><b>To analyse poetry for technique.</b></p> <p>Poetry: Alliteration. Silly sentences. Tongue twisters. (See reading planning for outcomes).</p> <p>Write a poem on an interesting topic. Plan/draft poem using poetic techniques. Present to class and act upon feedback.</p>	
	6-8		<p><b>To write in the style of a known author</b> (making it easy for peers to infer and predict when they read it).</p> <p>Inference and prediction: Analyse plot, structure and characters. Infer meaning from a text. Make predictions about a text. (See reading planning for outcomes).</p> <ul style="list-style-type: none"> <li>• Infer, predict.</li> <li>• Write in the style of a known author.</li> </ul> <p>Write a story. Story has characters, plot and setting. Story makes it easy for reader to infer and predict what will happen.</p>	
	9-11		<p>Labels, lists and signs:</p> <p>Writing should focus on:</p> <ul style="list-style-type: none"> <li>• writing next to the margin</li> <li>• writing on the line</li> <li>• using finger spacing</li> <li>• using upper and lower case letters correctly</li> </ul>	

**Intended impact:**  
Pupils will be confident in writing for different purposes. They will experiment with the presentation of their work. Pupils will offer feedback to others and act upon advice given to them. Pupils will start to use literary techniques in their writing that they have identified from other writing they have read and analysed. Pupils will make links between literacy and other subjects. They will link their learning to real life for example creating reviews of places they have visited.