

Intent:

Pupils writing will become increasingly more independent. Pupils will take pride in their writing and use correct finger spacing. They will continue to build up known vocabulary. Pupils will become aware that writing take place in many forms – displays, labels, lists, stories.

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

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

Term one**Weeks 1-4****To use effective writing techniques.**

Handwriting practise.

Writing activities associated with the book they are reading (see reading planning). Copy out text, comprehension.

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

Practise writing from left to write using finger spaces.

Discuss how photographs in the book help us to know what is happening, produce written explanations.

To make marks on different materials.

To write legibly.

To write from left to right.

To use finger spaces.

To create writing that demonstrates comprehension of text.

Please see lower school planning for literacy/numeracy/SMSC.

Weeks 5-8**To show understanding of a text through creating accurate labels.**

New book (see reading planning). Use pictures from the book and create labels to match the pictures. Produce art work associated with the book and as a class create a display using captions and labels.

Other writing could focus on comparing this book to the last book they read.

Describe pictures in a text.

Label pictures with support.

Label pictures independently.

Compare texts.

Weeks 9-16**To write for a specific purpose.**

Writing for different purposes. Incorporate the rhyme you are looking at. Produce lists and letters.

Write your own story.

Look at different types of text.

Recognise different types of text (rhymes, lists, letters, emails, stories etc.)

Write for different purposes.

Term two**Weeks 1-2****To create a comic.**

Copy letter forms – labels and captions (choose their favourites from the different materials they are reading see reading planning.)

Describe pictures in a text.

Label pictures with support.

Label pictures independently.

Create your own comic.

Week 3**To produce a book review.**

Complete book reviews from reading sessions in the library. Write own name and date on the forms.

Choose a book.

<p>Read/look at chosen book. Demonstrate comprehension through book review.</p>	
<p>Weeks 4-5 See reading planning – ensure that all writing uses finger spaces.</p>	
<p>Weeks 6-7 To understand the order of a rhyme Shows awareness of the rhymes they are reading by putting the rhymes back together again using letters, symbols and words. Put a rhyme back together by copying a full version of the rhyme. Put a rhyme back together independently using the clues provided. Create your own rhyme.</p>	
<p>Weeks 8-10 To write a traditional story. Analyse the traditional stories they are reading for technique. Produce own traditional story. Read/listen to traditional stories. Take part in discussion about the techniques used in traditional stories. Use a planning sheet to create your own traditional story using the correct techniques.</p>	
<p>Weeks 11-12 To explore the techniques used in poems, stories and songs. Compare poems to stories and songs. Produce writing explaining any similarities and differences between them. Read/listen to poems, stories and songs. Analyse poems, stories and songs for technique. Compare poems, stories and songs for similarities and differences. Create your own poems, stories and songs.</p>	
Term three	
<p>Weeks 1-4 To punctuate your writing. Handwriting practise to differentiate upper and lower case letters. Discussion around when you would use capital letters and full stops. Use these skills when producing writing from the reading tasks (see reading planning.) To produce writing with legible letters. To use capital letters and full stops. Ensure that there is a clear distinction between upper and lower case letters.</p>	
<p>Weeks 5-8 To create a news report. Say out loud what they would like to write about from the news/Newsround. Compose sentences orally. Sequence sentences to form short narratives. Listen to the news. Choose a favourite story. Explain what happens in the story. Create a report summarising the events of your favourite story.</p>	
<p>Week 8-12 To improve your own work. Work connected to the reading planning. All work should be drafted, read to ensure it makes sense and presented to staff and peers. To plan what you would like to write. Produce writing demonstrating your knowledge of text you have read. Act on feedback from staff and peers.</p>	
<p>Intended impact: Pupils will develop skills that will enable them in the future to develop an appreciation of lower and upper case letters. They will be equipped to be able to plan out and evaluate their own writing. Pupils will be able to plan out work before producing a final draft. Pupils will work in groups as well as individually. They will develop their speaking and listening skills through doing so. Pupils will experiment with new literary techniques and use this to be creative.</p>	