

Intent	
<p>Pupils will develop their writing so that the reader can distinguish between upper and lower case letters. Pupils will plan their writing. They will evaluate their work and improve it following feedback. Pupils will be confident in sharing their work with staff and peers.</p> <p>The intention is that pupils on average finish the year between Step 17-18.</p>	
Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
Term one	
<p>Weeks 1-4 To create a story.</p> <p>Letter formation. Clear upper and lower case letters. Writing from left to right, use of finger spaces and lines/margins Activities where pupils begin to understand which letters belong to which handwriting families.</p> <p>Writing activities related to the book you are reading (see reading planning). Activities could be:</p> <p>Copying out text. Answering comprehension questions. Predicting what will happen, creating an alternative ending, carrying on the story, creating your own story.</p>	<p>Please see lower school planning for literacy/numeracy/SMSC.</p>
<p>Weeks 5-8 To compare texts.</p> <p>Writing associated with book two (see reading planning). Writing should promote the following skills:</p> <p>Saying out loud what they are going to write. Creating a short narrative. Improving own work. Sharing work with staff and peers.</p>	
<p>Weeks 9-16 To write for a purpose (non-fiction – newspapers, magazine, leaflet, poster etc.).</p> <p>Writing should focus on:</p> <p>Capital letters. Finger spacing. Evidence of planning writing. Evidence of evaluating and improving writing. Evidence of sharing work with staff and peers.</p>	
Term two	
<p>Weeks 1-4 To explore and compare poetry.</p> <p>Write about the poems you have read. What are your favourite words? What words are new to you? What is the poem about? What techniques are used? (Rhyming, alliteration etc.)</p> <p>Create poetry (See reading planning for outcomes) – individually, in small groups or as a class. Skills to focus on:</p> <p>Letter formation. Clear upper and lower case letters. Writing from left to right, use of finger spaces and lines/margins Activities where pupils begin to understand which letters belong to which handwriting families.</p>	
<p>Weeks 5-8 To evaluate techniques used in traditional stories.</p> <p>Pupils to answer comprehension questions on the traditional children's stories they have read. Create their own stories using the correct techniques (animal characters, human characters, outside setting, a problem, a solution, a moral).</p>	

<p>Writing should focus on:</p> <p>Planning sentences. Creating short narratives. Re-reading and checking work. Presenting to the class.</p>	
<p>Week 9-10 To demonstrate an understanding of the techniques used in rhyme.</p> <p>Any writing associated with rhyme should focus on handwriting skills. Letter formation. Clear upper and lower case letters. Writing from left to right, use of finger spaces and lines/margins Activities where pupils begin to understand which letters belong to which handwriting families.</p>	
<p>Weeks 11-12 To create a non-chronological report.</p> <p>Writing associated with the local trip (see reading planning). Focus on:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it 	
<p>Term three</p>	
<p>Weeks 1-2 To create non-fiction.</p> <p>Discuss themes and topics used in non-fiction. Write about an event of interest. Use non-fiction techniques in writing.</p>	
<p>Weeks 3-4 To produce an engaging front cover for a magazine.</p> <p>Produce a front cover of a magazine they would find interesting to read. Use similarities and differences work (see reading planning) for help. Draw/print off pictures to use. Use writing/small descriptions. Use specific techniques (headline, sub headings, price, date).</p>	
<p>Weeks 5-6 When producing a biography focus on the quality of handwriting: Letter formation. Clear upper and lower case letters. Writing from left to right, use of finger spaces and lines/margins Activities where pupils begin to understand which letters belong to which handwriting families.</p>	
<p>Weeks 7-8 When producing an autobiography focus on: Planning what you are going to write. Improving your own work and that of others. Reading work to the class.</p>	
<p>Weeks 9-12 Continue with RWI for practising new sounds, decoding and re-reading familiar books. Continue to read and write about a variety of material. Visit the library. Reading associated with class topic.</p>	
<p>Intended impact: Pupils will use capital letters independently. Pupils will start to plan out their work independently. Pupils will reflect on their own success. Pupils will gain confidence in their spoken language skills. In order to complete work in a given time frame, pupils will use strategies to stay on task, use their planning documents and ask for help. Pupils will start to work collaboratively as well as independently, further developing turn taking skills. Pupils will enjoy experimenting with different ways of presenting their learning.</p>	