

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	1-4	See reading planning for topics, themes and key vocabulary.	<p>Handwriting practice. Practise letter formation. Practise lower and upper case letters. Practise joined writing.</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.</p> <p>Write about a real event or something you want people to do. Use non-fiction techniques such as instructional, headings, subheadings etc. Improve own work and that of others.</p>	See reading planning for links to numeracy, SMSC and Gatsby Benchmarks.
	5-8		<p>To create poetry. Practise letter formation. Practise lower and upper case letters. Practise 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>Plan a poem. Write a poem using the techniques you have identified in other poetry. Perform poetry and listen to/give feedback on others poetry.</p>	
	9-12		<p>To create fictional narrative. Write narrative about fictional characters.</p> <p>Practise letter formation. Practise lower and upper case letters. Practise joined writing. Writing should show the above handwriting skills (suitable to ability) and also correct use of capital letters and finger spacing. (See reading planning for outcomes).</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 a piece of fiction. Demonstrate a clear understanding of character development, plot and setting. Write in the style similar to a known author the class have studied.</p>	
	13-16		<p>To read and analyse poems and carols. Read poems and sing carols. Analyse for technique (stanza, rhyme, repetition, alliteration, metaphor). Create a poem/carol and perform. Use the techniques studied. Give and receive feedback.</p> <ul style="list-style-type: none"> • Use capital letters. • Use correct finger spaces. 	
Spring	1-4		<p>To analyse persuasive techniques. Persuasive writing – letters and adverts.</p> <ul style="list-style-type: none"> • Write a formal letter • Create an advert. <p>Read persuasive materials. Identify vocabulary and techniques. Produce persuasive material.</p>	
	5-8		<p>To create a non-chronological report. (See reading planning for outcomes.)</p> <ul style="list-style-type: none"> • Write a travel review. <p>Read a variety of reviews. Identify features of reviews. Produce a review.</p>	
	9-12		<p>To write a mythical story. Read and perform myths and legends. Describe character, plot, structure and setting. Use techniques discovered and research of myths/legends to create your own. Share with staff/peers for feedback.</p>	
Summer	1-4		<p>To write in the style of a known author. (See reading planning for outcomes).</p>	
	5-6		<p>To analyse poetry in order to create your own. Suggestions - Spike Milligan, Allan Allberg and Michael Rosen.</p> <p>Read a variety of poetry. Identify a style to copy. Create poetry in the style of a known poet.</p>	
	7-9		<p>To create an autobiography/biography using known techniques. Read excerpts from famous autobiographies/biographies. Identify features of an autobiography/biography.</p>	

			Create an autobiography/biography.	
	10-12		<p>To plan, draft and produce formal and informal letters.</p> <ul style="list-style-type: none"> • Write a complaint. • Write a thank you letter. <p>Become familiar with a range of formal and informal text.</p> <p>Separate formal from informal text.</p> <p>Produce formal and informal text using effective techniques and tone.</p>	

Intended impact:
Pupils will recognise different types of presentation. They will be able to explain different formats of writing. For example, pupils will recognise a newspaper article, they will be able to explain how they know it is a newspaper article. They will reflect upon this knowledge in order to create their own. As pupils explore different types of writing they will start to form and express their opinions on their likes and dislikes. They may, for example, prefer classical poetry to humorous poetry. Pupils will appreciate the purpose and audience of their writing. When working in a team they will understand different group roles and will manage their emotions to play their role effectively.

