



Year 1

Long Term

Year 1	Autumn		Spring		Summer	
Purpose	To entertain	To inform	To entertain	To inform	To entertain	To inform
Text Types	Narrative – simple sentence with picture	Labels Captions Lists Diary	Narrative – compound sentence using and. Poetry	Letters	Narrative – sequence of sentences	Animal fact file
Composition	Saying out loud what they are going to write about Compose simple statement sentences orally Sequencing sentences to form short narratives with support and scaffold Discussion: talk about what has been written Read aloud: Read their writing clearly to others		Sequencing sentences to form short narratives Re-reading for sense Re-reading for checking Discussion: talk about what has been written Read aloud: Read their writing clearly to others		Independently thinking about what to write Talk about what they what to write Draft their writing Re-reading to check Discussion: talk about what has been written Read aloud: Read their writing clearly to others	
Grammar	Leave spaces between words Join words and clauses using <i>and</i> Capital letters for people, places, days of the week and I		Leave spaces between words Join words and clauses using <i>and</i> Capital letters for people, places, days of the week and I		Leave spaces between words Join words and clauses using <i>and</i> Capital letters for people, places, days of the week and I	
Punctuation	With support and guidance: Full stops Capital letters		Question marks Exclamation marks With increasing independence and self-regulation: Full stops Capital letters		Question marks Exclamation marks With increasing independence and self-regulation: Full stops Capital letters	
Spelling	RWI programme for graphemes and associated spellings Name the letters of the alphabet in order and use letter names. ff-ss, ll-zz & ck, ng & nk, ch and tch, v and ve, ai-oi, ay-oy, oa-ow-oe, e-ee, ea, ie Prefixes and suffixes: -ing, -er, -est and -ed Understand how words can be spoken in syllables		RWI programme for graphemes and associated spellings Days of the week (including capital letters) lgh, ar, stressed and unstressed ‘er’, vowel digraphs ‘ir’ and ‘ur, ke, k, l & ky Split digraphs ae and ee, ie and oe, ue, Vowel digraph oo, ue and ew, Prefixes and suffixes: re-cap -ing, -ed, -er, -est adding to adjectives Prefixes and suffixes: un Compound words Days of the week		RWI programme for graphemes and associated spellings Revise and embed Vowel digraph ow and ou, words ending in y, or and vowel trigraph ore, Vowel digraphs aw & au, Vowel trigraphs air & are, ear New consonant spelling ‘ph’ and ‘wh’, Adding the prefix –un without any change of the spelling of the root word, adding ‘s’ and ‘es’ to words, compound words, read words with contractions Common exceptionwords	
Handwriting	Sitting position Correct pencil grip Form lower case letters in the correct direction: starting and finishing in the correct place. Form digits 0-9		Form capital letters Form lower case letters in the correct direction: starting and finishing in the correct place.		Form lower case letters in the correct direction: starting and finishing in the correct place. 100 high frequency words	

Medium Term

Year 1	Autumn 1		Autumn 2		
Purpose and Audience	To inform – Bob what he needs to take to the moon	RWI – To entertain	To entertain Talk for writing	RWI – To entertain	To inform – Weather Diary
Text Type	List	Narrative	Narrative	Narrative	Diary
Main Text	Man on the Moon Simon Bartram	RWI banded books	Dear Santa Rod Campbell	RWI banded books	Weather Diary



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Composition	Saying out loud what they are going to write about	Saying out loud what they are going to write about Compose simple statement sentences orally Sequencing sentences to form short narratives with support and scaffold Discussion: talk about what has been written Read aloud: Read their writing clearly to others	Saying out loud what they are going to write about Compose simple statement sentences orally Sequencing sentences with support and scaffold Discussion: talk about what has been written Read aloud: Read their writing clearly to others	Saying out loud what they are going to write about Compose simple statement sentences orally Sequencing sentences to form short narratives with support and scaffold Discussion: talk about what has been written Read aloud: Read their writing clearly to others	Saying out loud what they are going to write about Compose simple statement sentences orally Sequencing sentences with support and scaffold Discussion: talk about what has been written Read aloud: Read their writing clearly to others
Grammar	Capital letter for name	Leave spaces between words Join words and clauses using <i>and</i> Capital letters for people, places, days of the week and I	Leave spaces between words Join words and clauses using <i>and</i> Capital letters for people, places, days of the week and I	Leave spaces between words Join words and clauses using <i>and</i> Capital letters for people, places, days of the week and I	Leave spaces between words Join words and clauses using <i>and</i> Capital letters for people, places, days of the week and I
Punctuation	With support and guidance: Full stops Capital letters	With support and guidance: Full stops Capital letters	With support and guidance: Full stops Capital letters	With support and guidance: Full stops Capital letters	With support and guidance: Full stops Capital letters
Spelling	Apply phonic knowledge	Apply phonic knowledge	Apply phonic knowledge	Apply phonic knowledge	Apply phonic knowledge
Handwriting	Sitting position Correct pencil grip Form lower case letters in the correct direction: starting and finishing in the correct place.				

Year 2

Long Term

Year 2	Autumn	Spring		Summer	
Purpose	To entertain	To entertain	To inform	To entertain	To inform
Text Types	Diary- Stanley's Stick (Link to Y1) – Thomas Farrinor recount during Great Fire of London (<i>Linked to History</i>) Recount- Visit to Lincoln castle/cathedral (Oct 11 th) Narrative- Traditional Tale (Jack & the Beanstalk)	Poetry- Haiku and acrostic (<i>Link to 'Thankfulness' theme in RE</i>)	Non-Chron report on animals and habitats (Link to science)	Narrative- Fable with rainforest setting (<i>Link with Geography</i>)	Instructions- How to make a puppet (Linked to D&T)
Composition	Develop positive attitudes towards and stamina for writing by: i.writing narratives about personal experiences and those of others (real and fictional) i.writing about real events i.writing poetry i.writing for different purposes Consider what they are going to write before beginning by: i.planning or saying out loud what they are going to write about i.writing down ideas and/or key words, including new vocabulary i.encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: i.evaluating their writing with the teacher and other pupils i.rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form				



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	i. proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning clear • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing for different purposes • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils				
	• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing for different purposes • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils	• writing poetry • writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • read aloud what they have written with appropriate intonation to make the meaning clear	• writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	• writing narratives about personal experiences and those of others (real and fictional) • writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear	• writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary and Grammar	• noun, noun phrase, statement, question, exclamation, command • suffix • adjective, adverb, verb • apostrophe • comma	• compound word • adjective, adverb, verb • apostrophe	• statement, question, exclamation, command • noun, noun phrase • adjective, adverb, verb • tense (past, present) • comma	• noun, noun phrase • suffix • adjective, adverb, verb • tense (past, present) • apostrophe	• statement, question, exclamation, command • adjective, adverb, verb, noun, noun phrase • adjective, adverb, verb
Punctuation	• Revision of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list	• Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling	• Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of	• Correct choice and consistent use of present tense and past tense	• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list



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	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	and to mark singular possession in nouns	verbs in the present and past tense - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list	throughout writing Use of the progressive form of verbs in the present and past tense - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list	
Spelling	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning the possessive apostrophe (singular) [for example, the girl's book] add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	learning to spell more words with contracted forms segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning to spell common exception words		add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly distinguishing between homophones and near-homophones learning to spell more words with contracted forms segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning to spell common exception words	
Handwriting	form lower-case letters of the correct size relative to one another ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters.				

Medium Term

Year 2		Autumn 1	Autumn 2	
Purpose and Audience		To entertain	To entertain	To entertain
Text Type		Diary (T4W)	Recount	Narrative (T4W)
Main Text		Stanley's Stick (Y1 link) The Great Fire of London (L. Gogerly)	'Our Local Walk' example text on Twinkl	Jack and the Beanstalk (Walker, Sharkey & Hope)
Supporting Texts		Journey (A. Becker)	The High Street (A. Melvin)	Jim & the Beanstalk
Composition	Plan	Use Diary of LRRH from Twinkl example text to highlight key features of a diary Box up the text	Use photos and labels/captions to help sequence the events of the day in Lincoln. Look at key features of a recount and identify in the example text Box up ideas for subject specific vocab, time conjunctions etc to include in own version.	Describe characters and setting prior to writing story.
	Draft and write	Innovate text to create own example of a diary first linked to a familiar story (Stanley's stick) from Y1 and then to relate to the facts learned about the GFoL (History link) of Thomas Farrinor.	Write events in sequence using time conjunctions, past tense, thoughts and feelings from the day.	Use adjectives to create expanded noun phrases and attempt to use different sentence types. (Statement, Question, command and exclamation)
	Edit and evaluate	Look at shared example (written by me) that has errors in punctuation and omitted words etc. Model how to edit and make corrections. Children attempt this with their own drafts.	Check own version against the checklist- How many features have they managed to use? Use a colour code/key to identify the same features used in their own version.	Practise reading stories aloud to an audience (e.g. in small groups) to check that it flows. Peer feedback.



Morton Trentside Primary School – Whole School Writing Planning Map

Vocabulary and Grammar	- noun, noun phrase, statement, question, exclamation, command - suffix - adjective, adverb, verb - apostrophe - comma	
Punctuation	- Revision of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Revision of: - Commas to separate items in a list - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
Spelling	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words (door, floor, again, wild, children, climb, parents, most, only, both) learning the possessive apostrophe (singular) [for example, the girl's book] add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Twinkl: kn/gn , wr, soft c, dge/eg, g for j sound	add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly distinguishing between homophones and near-homophones learning to spell more words with contracted forms segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning to spell common exception words (find, mind, behind, old, cold, gold, hold, told, every, everybody)
Handwriting	form lower-case letters of the correct size relative to one another ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters. Follow RWI handwriting scheme- Stage 1a	

Year 3

Long Term

Year 3	Autumn			Spring			Summer		
Purpose	To entertain	To inform	To persuade	To entertain	To inform	To Persuade	To entertain	To inform	To Persuade
Text Types	Fictional narrative (fantasy)	Non Chronological report – Barn Owls T4W Dragons	Advert – Roman Baths Poster – DT Apron	Fictional narrative (adventure) T4W Elf Road Recount Newspaper report- trip or linked to Elf Road	Recipe – linked to food technology Non-chronological report	Poster – Creswell Craggs	Setting description Poetry – calligram, limerick	Letters – informal	Advert
Composition	plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear								
	in narratives, creating settings, characters and plot	organising paragraphs around a theme		in narratives, creating settings, characters and plot	organising paragraphs around a theme		in narratives, creating settings, characters and plot	organising paragraphs around a theme	

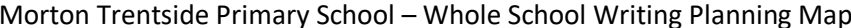


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		in non-narrative material, using simple organisational devices [for example, headings and sub-headings]			in non-narrative material, using simple organisational devices [for example, headings and sub-headings]				
Vocabulary and Grammar	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using and punctuating direct speech using the present perfect form of verbs in contrast to the past tense	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause	using conjunctions, adverbs and prepositions to express time and cause	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using and punctuating direct speech using the present perfect form of verbs in contrast to the past tense	
Punctuation	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list Introduction to inverted commas to punctuate direct speech	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list Introduction to inverted commas to punctuate direct speech	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list	
Spelling	Words with the long /e/ sound spelling choices Homophones and near homophones Creating adverbs using the suffix –ly Statutory Spelling Words			Homophones and near homophones Words with short /i/ sound spelt with ‘y’ Prefixes and suffixes Words with a /k/ sound spelt with ‘ch’ Words with a /sh/ sound spelt with ‘ch’ Statutory Spelling Words			Words ending in –ary Words with a short /u/ sound spelt with ‘o’ and ‘ou’ Word families based on common words, showing how words are related in form and meaning Words ending in the suffix –al Words ending with an /zher/ sound spelt with ‘sure’ Words ending with a /cher/ sound spelt with ‘ture’ Silent letters revision		
Handwriting	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]								

Medium Term

Year 3	Autumn 1		Autumn 2	
Purpose and Audience	To entertain	To inform	To persuade	To entertain
Text Type	Fictional narrative (fantasy)	Non Chronological report – Barn Owls T4W Dragons	Advert – Roman Baths Poster – DT Apron	Setting description



Main Text		The Diary of a Killer Cat Escape from Pompeii Christina Balit	The Fossil Girl cc Science	Who Were the Romans?	Pie Corbett settings model – write to e linked to Xmas theme – in a familiar settings
Supporting Texts		The Owl who was afraid of the dark	T4W Dragons Report		
Composition	Plan	•Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar •Discussing and recording ideas	•Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar •Discussing and recording ideas	•Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar •Discussing and recording ideas	•Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar •Discussing and recording ideas
	Draft and write	Composing and rehearsing sentences orally (including dialogue),	•Organising paragraphs around a theme •In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2	In narratives, creating settings, characters and plot
	Edit and evaluate	Proof reading for spelling and punctuation errors Spell words that are often misspelt	Assessing the effectiveness of their own and others' writing and suggesting improvement	Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Vocabulary and Grammar		Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using and punctuating direct speech	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Using conjunctions, adverbs and prepositions to express time and cause	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Using conjunctions, adverbs and prepositions to express time and cause
Punctuation		Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list Introduction to inverted commas to punctuate direct speech	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list Introduction to inverted commas to punctuate direct speech
Spelling		Words with the long /e/ sound spelling choices Homophones and near homophones		Creating adverbs using the suffix –ly Statutory Spelling Words	
Handwriting		RWI – Stage 3 joins Review Stage 1 and 2 discretely as needed			

Year 4

Long Term

Year 4	Autumn			Spring			Summer	
Purpose	To entertain	To inform	To persuade	To entertain	To inform	To Persuade	To entertain	To Persuade
Text Types	Fictional narrative (fantasy) Poem (I don't like custard)	Instructions Newspaper article (Both linked to George's Marvellous Medicine)	Letter to the ducks to stop shooting (The Magic Finger)	Fiction writing (adventure) linked to Treehouse Diary from a character in the photo from Flotsam Poetry (describing an animal – What am I?)	Non-Chron report linked to animals	Advert - Treehouse	Setting description – related to Quest	Brochure – related to Geography – persuading someone to go to a Capital City in Europe (End product on Publisher)
Composition	plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2							



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	- organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear							
	in narratives, creating settings, characters and plot	organising paragraphs around a theme		in narratives, creating settings, characters and plot	organising paragraphs around a theme		in narratives, creating settings, characters and plot	
	read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	in non-narrative material, using simple organisational devices [for example, headings and sub-headings]		read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	in non-narrative material, using simple organisational devices [for example, headings and sub-headings]			
Vocabulary and Grammar	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using and punctuating direct speech using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials, and using commas after fronted adverbials choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	using conjunctions, adverbs and prepositions to express time and cause	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials, and using commas after fronted adverbials	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials, and using commas after fronted adverbials	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause
Punctuation	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list Introduction to inverted commas to	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list Using commas after fronted adverbials	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list Introduction to inverted commas to	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list Using commas after fronted adverbials	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list



Morton Trentside Primary School – Whole School Writing Planning Map

	punctuate direct speech			punctuate direct speech Using commas after fronted adverbials				
Spelling	Aw (au, augh), prefixes, homophones, shun (sion/ssion/tion/cian), ough, statutory			Homophones, suffixes, prefixes, plural possessive apostrophes, sc, soft c, word families, statutory			Prefixes, ending ar/er, suffixes, adverbials of frequency, possibility and manner	
Handwriting	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]							

Long Term

Year 4		Autumn 1			Autumn 2		
Purpose and Audience		To entertain	To inform	To persuade	To entertain	To inform	
Text Type		Fictional narrative (fantasy)	Instructions (linked to George’s Marvellous Medicine)	Letter to the ducks to stop shooting (The Magic Finger)	Poem	Newspaper article (linked to George’s Marvellous Medicine)	
Main Text		The Magic Finger	George’s Marvellous Medicine	The Magic Finger	I don’t like custard	George’s Marvellous Medicine	
Supporting Texts		The heart and the bottle	The Magic Finger	George’s Marvellous Medicine	George’s Marvellous Medicine	The Christmassuarus	
Composition	Plan	- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas					
	Draft and write	- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]					
	Edit and evaluate	- assessing the effectiveness of their own and others’ writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proofread for spelling and punctuation errors - read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					
Vocabulary and Grammar		extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using and punctuating direct speech using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although



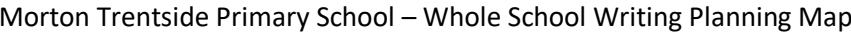
Morton Trentside Primary School – Whole School Writing Planning Map

Punctuation	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list Introduction to inverted commas to punctuate direct speech	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list Using commas after fronted adverbials	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list Introduction to inverted commas to punctuate direct speech	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list Using commas after fronted adverbials	Revision of capital letters, question marks, exclamation marks, full stops, apostrophe, commas in a list
Spelling	Aw (au, augh), prefixes, homophones			shun (sion/ssion/tion/cian), ough, statutory		
Handwriting	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]					

Year 5

Long Term

Year 5	Autumn				Spring				Summer			
Purpose	To entertain	To inform	To Persuade	To Discuss	To entertain	To inform	To Persuade	To Discuss	To entertain	To inform	To Persuade	To Discuss
Text Types	T4W Fantasy/adventure – focus on suspense Setting description T4W Warning story Opening paragraphs – setting, character, dialogue	Non-chronological report – page from a book Recipes	Persuasive letters	(<i>Discussion in Spring and Summer terms</i>)	Diary entry Poetry - kennings T4W – another character's perspective	Explanation	Persuasive speech	Balanced argument	T4W – missing chapter Play script Poetry – free verse	Biography Autobiography	Written advert/brochure	Debate/ Balanced argument
Composition	- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - assessing the effectiveness of their own and others' writing - proof-read for spelling and punctuation errors											
	- considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - describing characters and atmosphere and integrating dialogue to convey character and advance the action - using a wide range of devices to build cohesion	- precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader - ensuring the consistent and correct use of tense throughout a piece of writing	- considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - describing settings and atmosphere and integrating dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs	- precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader - ensuring the consistent and correct use of tense throughout a piece of writing	- considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	- precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader - ensuring the consistent and correct use of tense throughout a piece of writing						



	within and across paragraphs								using a wide range of devices to build cohesion within and across paragraphs				
Vocabulary and Grammar	Revision of sentence structure – particularly complex sentences.	Paragraph extension and development Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Using expanded noun phrases to convey complicated information concisely	Using modal verbs or adverbs to indicate degrees of possibility		Using expanded noun phrases to convey complicated information concisely	using expanded noun phrases to convey complicated information concisely	Recognising vocabulary and structures that are appropriate for formal speech and writing	Recognising vocabulary and structures that are appropriate for formal speech and writing	Revision of fronted adverbials to help with cohesion Revision of sentence structure – including relative clauses and parenthesis. Considering the impact this has.	Revision of using expanded noun phrases to convey complicated information concisely Recognising vocabulary and structures that are appropriate for formal speech and writing	Recognising vocabulary and structures that are appropriate for formal speech and writing	Recognising vocabulary and structures that are appropriate for formal speech and writing	
	Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun		Recognising vocabulary and structures that are appropriate for formal speech and writing			Adverbs/ adverbials of time	Personal pronouns – direct address	Revise modal verbs / adverbs to show possibility or degree					Commands using the imperative
Punctuation	Revision of speech punctuation	Revision of commas in a list	Revision of commas in complex sentences		Using brackets, dashes or commas to indicate parenthesis	Embed using brackets, dashes or commas to indicate parenthesis	Revision of relative clauses – using commas		Using commas to clarify meaning or avoid ambiguity in writing	Revision of relative clauses – using commas	Revision of using hyphens to avoid ambiguity		
	Revision of comma after fronted adverbial	Revision of apostrophes for possession			Using hyphens				Revision of parenthesis – using brackets, dashes or commas				
	Revision of commas in complex sentences												
Spelling	*Words with endings that sound like /shuhs/ spelt with –cious, Words with endings that sound like /shuhs/ spelt with –tious or –ious, Words with the short vowel sound /i/ spelt with y, Words with the long vowel sound /i/ spelt with y, Homophones & near homophones, Words with silent letters, Modal verbs, Words ending in ‘ment’, Adverbs of possibility and frequency				*Creating nouns using –ity suffix, Creating nouns using –ness suffix, Creating nouns using –ship suffix, Homophones and near homophones, Words with an /or/ spelt ‘or’, Words with /or/ spelt ‘au’, Convert nouns or adjectives into verbs using the suffix –ate, Convert nouns or adjectives into verbs using the suffix –ise, Convert nouns or adjectives into verbs using the suffix –ify, Convert nouns or adjectives into verbs using the suffix –en				*Words containing the letter string ‘ough’, Adverbials of time, Adverbials of place, Words with an /ear/ sound spelt ‘ere’, Unstressed vowels in polysyllabic words, Adding verb prefixes de- and re-, Adding verb prefix over-, Convert nouns or verbs into adjectives using suffix –ful, Convert nouns or verbs into adjectives using suffix –ive, Convert nouns or verbs into adjectives using suffix -al				
Handwriting	Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task												



Morton Trentside Primary School – Whole School Writing Planning Map

Medium Term

Year 5		Autumn 1			Autumn 2			
Purpose and Audience		To entertain a friend (Yr 5)	To inform a Y4 child	To entertain and write in the style of SF Said for the class	To entertain a friend (Y5)	To persuade head teacher/character from book	To entertain	To inform a parent/ carer
Text Type		T4W fantasy/adventure -short suspense story	Non-chronological report	Setting description	Opening paragraphs – character, setting, dialogue	Persuasive letter	Warning story	Recipes
Main Text		Zelda Claw and the Rain Cat T4W	Grammarsaurus (Ancient Greek Myths: The Cyclops)	Varjak Paw – extracts (Contessa’s House, Holly’s Shelter, The City)	Literacy Shed Video – 23 degrees 5 minutes	Class teacher’s own letter	The Caravan (T4W)	Christmas food recipe?
Supporting Texts		Varjak Paw	Examples of other non-chronological reports	Zelda Claw and the Raincat	Short opening paragraph extracts	Examples of persuasive letters	The Canal The Train Tracks	Selection of recipes
Composition	Plan	Use reading to influence character and setting Reading as a writer – powerful verbs Underlying pattern boxing up	Use reading to inform layout, language and voice Boxing up	Use reading to support with language, voice and structure Collect vocabulary to use - precise	Consider and explore how authors have developed characters and settings in opening paragraphs	Use examples to collect ideas of words/phrases used in a persuasive letter Consider the organisation of a persuasive letter Boxing up ideas	Consider how authors develop setting and character Underlying pattern boxing up	Consider the layout and organisation of a recipe, drawing on reading and research Real life experience – make a food product. Make rough notes when making food product
	Draft and write	Describe settings, character and atmosphere Complex sentences to support cohesion	Organisation – paragraph extension and development	Use of the five senses boxing up Consider how language choices can change and enhance meaning	Describe settings, character and integrate dialogue to convey character and advance the action	Select appropriate grammar and vocabulary, understand how choices can change/enhance meaning.	Begin to think about cohesive devices by using the model and story map	Use organisational and presentational devices to structure text and guide the reader
	Edit and evaluate	How have you created suspense? Edit vocabulary – empty words? Proofreading	How effective is the writing? Does it meet its purpose? Proofreading Edit vocabulary – focus on precise language	How effective is the writing? Can the reader picture the setting in their head? Proofreading Edit vocabulary – powerful verbs, precise nouns	Does the paragraph hook the reader? Do they want to continue reading? Proof reading Editing	Does the writing persuade the intended audience? Proof reading Editing	Does the vocabulary reflect the dangerous situation? Could this be edited to enhance meaning? Is the writing cohesive? Proofreading Editing – vocabulary choices	Can the recipe be followed to make the desired product? Was it successful? Could it be made clearer/ easier to follow? Was the layout appropriate?
Vocabulary and Grammar		Complex sentences Fronted adverbials Suspense – empty words, show not tell	Paragraphing – around a theme Technical vocabulary	Precise vocabulary – nouns, verbs, adjectives to describe Expanded noun phrases Use of the senses	Expanded noun phrases to convey complex information precisely	Modal verbs and adverbs to show possibility	Recap fronted adverbials and introduce adverbials for cohesion	Imperative voice Fronted adverbials Variety of sentences that convey information clearly.
Punctuation		Commas – fronted adverbials, complex sentences	Recap commas for fronted adverbials, complex sentences	Consistent punctuation taught so far	Speech	Relative clauses	Apostrophes for possession (singular and plural)	



Morton Trentside Primary School – Whole School Writing Planning Map

Spelling							
Handwriting	Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task						

Year 6

Long Term

Year 6	Autumn				Spring				Summer			
Purpose	To entertain	To inform	To Persuade	To Discuss	To entertain	To inform	To Persuade	To Discuss	To entertain	To inform	To Persuade	To Discuss
Text Types	Suspense story Character description Poetry Mystery story	non-fiction page for book newspaper article	Written advert	Debate	Portal story Poetry Setting description	Explanati on instructio ns	Leaflet Letter of complaint	Balance d argumen t	Diary Alternative fairy tale	Biography	Persuasive speech	Debate Balanced argument
Composi tion	- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - assessing the effectiveness of their own and others' writing - proof-read for spelling and punctuation errors											
	- considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - describing characters and atmosphere and integrating dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs	- précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader - ensuring the consistent and correct use of tense throughout a piece of writing - using a wide range of devices to build cohesion within and across paragraphs	- considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - describing settings and atmosphere and integrating dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs	- précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader - ensuring the consistent and correct use of tense throughout a piece of writing - using a wide range of devices to build cohesion within and across paragraphs - using a wide range of devices to build cohesion within and across paragraphs	- considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs	- précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader - ensuring the consistent and correct use of tense throughout a piece of writing						
Vocabula ry and Grammar	Revision of relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	subject, object using passive verbs to affect the presentatio n of information in a sentence	Revision of using modal verbs or adverbs to indicate degrees of possibility	How words are related by meaning as synonym s and antonym s	using the perfect form of verbs to mark relationships of time and cause	using expanded noun phrases to convey complicat ed informatio n concisely	Revise subject and object using passive verbs to affect the presentatio n of information	Revision of how words are related by meaning as synonym ms and	Revision of using the perfect form of verbs to mark relationships of time and cause	Revision of using expanded noun phrases to convey complicat ed informatio n concisely	Revise subject and object	Revision of using passive verbs to affect the presentati on of informatio n in a sentence



Morton Trentside Primary School – Whole School Writing Planning Map

							in a sentence	antonyms				
Punctuation	Revision of using brackets, dashes or commas to indicate parenthesis Revision of speech punctuation	using a colon to introduce a list punctuating bullet points consistently	using commas to clarify meaning or avoid ambiguity in writing	using semi-colons, colons or dashes to mark boundaries between independent clauses	using hyphens to avoid ambiguity	Revision of using a colon to introduce a list punctuating bullet points consistently	recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Revision of using semi-colons, colons or dashes to mark boundaries between independent clauses	Revision of using commas to clarify meaning or avoid ambiguity in writing	Revision of using hyphens to avoid ambiguity	Revise recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Revise recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
Spelling	Hyphens, synonyms, homophones, adjectives into nouns word families, prefixes, able/ably,				suffixes, ie/ei, word families shuhl, , soft 'c', word families				word families, nouns and verbs, long 'o', ible/ibly synonyms and antonyms			
Handwriting	Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task											

Medium Term

Year 6		Autumn 1				Autumn 2			
Purpose and Audience		To inform child going to Camp Green Lake	To entertain Friend - Year 6 child	To entertain – future selves (as Fred)	To entertain the teacher (make a poetry book)	To inform adults about the war	To entertain teachers – can they guess which Geri it is?	To persuade a spy	To entertain a secondary school child
Text Type		Non-chron / explanation	Short suspense story	Diary	Poetry	Newspaper article	Character description	Written advert	Mystery story (including newspaper)
Main Text		Holes – Louis Sanchar (Transition unit from Year 5)	Adventure at Sandy Cove T4W	The Explorer	The City of Silence T4W	Grammarsaurus – Normandy invaded	Literacy shed – Geri's Game	T4W Gadget spy.	T4W- The Cave of Requirement
Supporting Texts		Magazines Science books	The Explorer - Katherine Rundell (Link to Y5 Geography South America)	Various diary entries	The Cave of Curiosity – Pie Corbett	First News articles	The Storm Keeper's Island	Alex Ryder	The Storm Keeper's Island
Composition	Plan	Use reading to inform layout, language and voice Boxing up	Use reading to influence character and setting Underlying pattern boxing up	Emotion scale (Resource - Explorer plan)	Collecting language	Boxing up structure	Considering how authors have developed characters in what pupils have read, listened to or seen performed	Boxing up	Noting and developing initial ideas



Morton Trentside Primary School – Whole School Writing Planning Map

	Draft and write	Use more complex and purposeful organisation techniques Paragraph development	Describe settings, character and atmosphere Cohesive devices to join paragraphs	Can you tell how Fred is feeling at each point in the diary entry?	Experimenting with language and structures.	Maintaining formality throughout	What is the best way to get the character's persona across?	Cohesion within and across paragraphs	Select the appropriate form, grammar and vocabulary
	Edit and evaluate	How effective is the writing? Does it meet its purpose? Edit vocabulary – focus on verbs Proofreading	How have you created suspense? Edit vocabulary – nouns precise or empty? Proofreading	How would you write it differently if the emotions were different?	What effect does the poem have on you? Why? How could you change the effect?	Does the reader have the information they need? Is there any subtle bias?	Has the character's persona been accurately portrayed?	Who would buy your gadget? Take a vote. Edit following feedback	Is the writing intriguing? Does it create mystery?
Vocabulary and Grammar		Relative Clauses	Suspense – empty words, show not tell	Description, adjectives, adverbs, figurative language	Concrete and abstract nouns	Reported speech, formal language, passive voice	Expanded noun phrases	Modal verbs Rhetorical questions	Perfect tense adverbials
Punctuation		Parenthesis	Speech	Dash	Capitals in poetry (beginning of the line) commas		Colon for clauses	Colon to introduce speech	Colon for lists
Spelling		Hyphens,	Synonyms	Homophones	Adjectives into nouns	word families	prefixes	able	ably
Handwriting		Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task							