



Writing Medium Term Plan

June 2026

Implementation:

Reading and Writing is taught daily throughout the school in line with the National Curriculum (2014).

At Hillside we believe that 'Reading is the key to everything and writing opens the door. Therefore, children are exposed to high quality, age appropriate texts that cover a range of genres. Daily teaching of whole class reading ensures children follow a set progression of lessons to develop an understanding of the text. Text domains are explored using the VIPERS reading strategy. This approach is reinforced whenever a child reads whether in school or at home.

In order to provide a broad and balanced curriculum the school teaches writing inspired by age appropriate high quality texts, which have been identified by the Centre for Literacy in Primary Education. This programme raises engagement and attainment for all pupils. Children are immersed in high quality texts using a range of activities to explore themes, characters and settings.

EYFS Reading- Pre School

3 & 4 Year Olds will be learning to:

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing.

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother.

Engage in extended conversations about stories, learning new vocabulary.

Links to Rec

Able to recognise familiar words/logos
Understands particular words in the environment
Can notice rhyming strings and notice alliteration e.g
a- for apple, ant etc. (using RWI resources)

EYFS Writing- Pre School

3 & 4 Year Olds will be learning:

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
Write some or all of their name
Write some letters accurately

Links to Reception (3-4 years)

Begin to write surname.
Use some of their print and letter knowledge in early writing such as a pretend shopping list.
Form some letters accurately.
Physical Development
Use one-handed tools and equipment, for example, making snips in paper with scissors.
Use a comfortable grip with good control when holding pens and pencils.
Show a preference for a dominant hand

	EYFS Reading- Reception		
	Development Matters (4-5 years)	ELG	Links to Year 1
Comprehension	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Make the books available for children to share at school and at home.	<u>ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Demonstrate secure understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
Word Reading	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	<u>ELG Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Progress Expectations-purple/pink RW1 books and can read set 2/3 words
	EYFS Writing- Reception		
	Development Matters (4-5 years)	ELG	Links to Year 1
Composition and transcription	Form lowercase letters and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound- letter correspondences using a capital letter and a full stop. Re-read what they have written to check that it makes sense.	<u>ELG</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	Use a capital letter at the beginning of a sentence and a full stop at the end. Use finger spaces most of the time. Is able to write their first name and starting to write their surname independently. Write common exception words (red words) for set 2 and 3 phonemes. Name letters of the alphabet in order.
Links to other areas	<u>Physical Development</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Progress towards a more fluent style of moving, with developing control and grace. Develop the foundations of a handwriting style which is fast, accurate and efficient	Write digits 0-9 accurately. <u>ELG- Fine Motor</u> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.	To begin to use capital letters for some proper nouns e.g names, days of the week. Write extended pieces of writing e.g 3-4 sentences. Write digits accurately beyond 10.

	Autumn 1 - Read, Write Inc RWI Phonics Programme - Focus on correct pencil grip and letter formation. - Daily Name writing - Dough gym every day for whole handed grip and Digital Pronate Grip - Funky fingers every day for modified tripod grip and tripod grip (differentiate for two groups).	Reading Comprehension word reading	Writing Composition & transcription	Links to other areas
Week 1	Transition / admin visits			
Week 2	RBA RWI Phonics - Oral blending Fred talk games Introduce children to initial sound pictures	Comprehension Answer questions about a text that has been read to them. Begin to predict what might happen next in a story. Begin to use modelled vocabulary during role play for example in the Small World. Seeks familiar texts or stories to re-read in the book area. Word Reading Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. ARE: RWI- Group B	Write name independently using a capital letter at the start. Copy full name from a name label. Form lowercase letters correctly when taught in RWI. Use initial sounds in their writing.	Physical Development Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip ELG- Fine Motor Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.
Week 3	RBA RWI Phonics - m,a,s,d,t Oral blending Fred talk games Focus story - We're going on a Bear Hunt Key Vocab - over/under/ in front/ behind/ next to			
Week 4	RBA RWI Phonics -i,n, g, o Focus story - We're going on a Bear Hunt Key Vocab - river/ cave/ forest			
Week 5	RBA RWI Phonics - c,k,u,b,s Key vocab -. Focus story - We're going on a Bear Hunt Key Vocab snowstorm/ wavy grass/ thick oozy mud			
Week 6 RWI Assessment 1	RWI Phonics - e,l,h,r,j Focus story - We're going on a Bear Hunt Key Vocab splash/ tiptoe/ scared/ worried/ happy /safe Hearing initial sounds in words/writing CVC words.			
Week 7 (4 days)	RWI Phonics - children in progress groups/ homogenous groups Hearing initial sounds in words/writing CVC words. Focus story - follow child interest.			

Diwali 24 th October 22	Autumn 2 - Focus on correct pencil grip and letter formation - Read, Write Inc RWI Phonics - Programme taught daily in homogenous groups - Daily Name writing - Dough gym every day for whole handed grip and Digital Pronate Grip - Funky fingers every day for modified tripod grip and tripod grip (differentiate for two groups).	Reading Comprehension word reading	Writing Composition & transcription	Links to other areas
Week 1 (4 days)	Focus story - Supertato (UTW focus) Initial sounds/ cvc words from story	<u>Comprehension</u> Answer questions about a text that has been read to them. Begin to predict what might happen next in a story. Begin to use modelled vocabulary during role play for example in the Small World. Seeks familiar texts or stories to re-read in the book area. <u>Word Reading</u> Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ARE: RWI- Group C	Write name independently.	<u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip <u>ELG- Fine Motor</u> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.
Week 2	Focus story - Supertato - Sue Hendra CVC/CVCC writing opportunities through the week. Themed stories - Dipal's Diwali (to be read to the children to support other areas of the curriculum)		Copy full name from a name label.	
Week 3	Focus stories - Supertato CVC/CVCC writing opportunities through the week. Themed story Going on a leaf hunt (to be read to the children to support other areas of the curriculum)		Form lowercase letters and capital letters correctly when taught in RWI.	
Week 4	Focus stories - Stick Man Julia Donaldson CVC/CVCC/CCVC writing.		Spell words by identifying the sounds and then writing the sound with letter/s.	
Week 5 RWI Assesment 2	Focus stories - Stick Man Writing for a purpose - letters to Elf on shelf. Themed stories - The Nativity (to be read to the children to support other areas of the curriculum)		Write cvc words with known sound- letter correspondences.	
Week 6 & 7	Focus story - Stick Man Julia Donaldson Writing for a purpose - Christmas lists/ cards Themed stories - Themed stories - The Nativity (to be read to the children to support other areas of the curriculum)			

	Spring 1 - Focus on correct pencil grip and letter formation - Read, Write Inc RWI Phonics Programme taught daily in homogenous groups - Focus on correct pencil grip - Daily Name writing - Dough gym as intervention to support early writers	Reading Comprehension word reading	Writing Composition & transcription	Links to other areas
Week 1 (3 days)	FOCUS STORY - Hooray for Fish, Lucy Collins CVC/CVCC writing. Modelling/attempting to write captions in line with their phonic knowledge Eg - fish, crab	ELG Comprehension Demonstrates some understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	ELG Write recognisable letters, most of which are correctly formed.	ELG- Fine Motor Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.
Week 2	FOCUS STORY - Hooray for Fish, Lucy Collins CVC/CVCC writing. Modelling/attempting to write captions in line with their phonic knowledge. - red fish / big crab / fat fish	Starting to anticipate (where appropriate) key events in stories.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	
Week 3	FOCUS STORY - Under the Sea Non Fiction text Writing for a purpose - labelling - information gathering from non fiction books to go in talk about book/ display. Using phonic knowledge taught. Modelled and supported by staff.	Beginning to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Starting to write simple phrases and sentences that can be read by others.	
Week 4	FOCUS STORY - Under the Sea Non Fiction text Writing for a purpose - labelling - information gathering from non fiction books to go in talk about book/ display Using phonic knowledge taught. Modelled and supported by staff.	ELG Word Reading Say a sound for each letter in the alphabet and at at least 5 digraphs.	Links to Yr 1 Beginning to use a capital letter at the beginning of a sentence and a full stop at the end.	
Week 5	FOCUS STORY - Shark in the Park, Nick Sharratt CVC/CVCC writing. Modelling/ shared writing, it is.....	Read words consistent with their phonic knowledge by sound-blending	Beginning to use finger spaces.	
Week 6 RWI Assessment 3	FOCUS STORY - Shark in the Park, Nick Sharratt CVC/CVCC writing. Independent writing, a big fish. a fin. A duck	Beginning to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Is able to write their first name and starting to write their surname independently	
Week 7	FOCUS STORY - Shark in the Park Nick Sharratt CVC/CVCC writing. Modelling/attempting to write captions/ sentences. It is a	ARE: RWI- Paper Ditties		

	Spring 2 - Focus on correct pencil grip and letter formation - Read, Write Inc RWI Phonics Programme taught daily in homogenous groups - Focus on correct pencil grip - Daily Name writing - Dough gym as intervention to support early writers	Reading Comprehension word reading	Writing Composition & transcription	Links to other areas
Week 1	FOCUS STORY -The Gruffalo Julia Donaldson Caption/ sentence writing The wood is big.	<u>ELG Comprehension</u> Demonstrates some understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Starting to anticipate (where appropriate) key events in stories. Beginning to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <u>ELG Word Reading</u> <i>Say a sound for each letter in the alphabet and at at least 5 digraphs.</i> <i>Read words consistent with their phonic knowledge by sound-blending</i> <i>Beginning to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i> ARE: RWI- Red Story Books	<u>ELG</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Starting to write simple phrases and sentences that can be read by others. <u>Links to Yr 1</u> Beginning to use a capital letter at the beginning of a sentence and a full stop at the end. Beginning to use finger spaces. Is able to write their first name and starting to write their surname independently	<u>ELG- Fine Motor</u> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.
Week 2	FOCUS STORY -The Gruffalo Julia Donaldson Caption / sentence writing The fox is big It is a fox. (cat/dog/pig) cvc words.			
Week 3	FOCUS STORY -The Gruffalo Julia Donaldson Sentence writing The Gruffalo is big The pig/dog/cat is (cvc words)			
Week 4	FOCUS STORY -Handa's Surprise Eileen Brown Sentence writing I can see Handa has a			
Week 5 RWI Assessment 1	FOCUS STORY -Handa's Surprise Eileen Brown Writing for a purpose - shopping lists			

	Summer 1 - Focus on correct pencil grip and correct letter formation. - Read, Write Inc RWI Phonics Programme taught daily in homogenous groups - Daily Name writing - Introducing key narrative language – once upon a time, there is a, first, then, after that, finally, the end.	Reading Comprehension word reading	Writing Composition & transcription	Links to other areas
Week 1 (4 days)	FOCUS STORY – Jack and The Beanstalk Sentence writing/story writing	<u>ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <u>ELG Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ARE: RWI- Green Storybooks	<u>ELG</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Starting to write simple phrases and sentences that can be read by others. <u>Links to Yr 1</u> Beginning to use a capital letter at the beginning of a sentence and a full stop at the end. Beginning to use finger spaces. Is able to write their first name and starting to write their surname independently	<u>ELG- Fine Motor</u> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.
Week 2	FOCUS STORY – Jack and the Beanstalk Sentence writing/story writing			
Week 3	FOCUS STORY – Jack and the Beanstalk/ Gingerbread Man Sentence writing/story writing			
Week 4	FOCUS STORY – Gingerbread Man Sentence writing/story writing			
Week 5 RWI Assessment 2	FOCUS STORY – Gingerbread Man Sentence writing/story writing			
Week 6	FOCUS STORY –Gingerbread Man Sentence writing Writing for a purpose – Writing cards to Gingerbread Man Consolidation of all sentences written so far.			

	Summer 2 - Focus on correct pencil grip and correct letter formation. - Read, Write Inc RWI Phonics Programme taught daily in homogenous groups - Daily Name writing - Introducing key narrative language - once upon a time, there is a, first, then, after that, finally, the end.	Reading Comprehension word reading	Writing Composition & transcription	Links to other areas
Week 1	FOCUS STORY - What the Ladybird Heard Sentence writing/story writing	<u>ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <u>ELG Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some com ARE: RWI- Purple Storybooks	<u>ELG</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Starting to write simple phrases and sentences that can be read by others. <u>Links to Yr 1</u> Beginning to use a capital letter at the beginning of a sentence and a full stop at the end. Beginning to use finger spaces. Is able to write their first name and starting to write their surname independently	<u>ELG- Fine Motor</u> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.
Week 2	FOCUS STORY - What the Ladybird Heard Sentence writing/story writing Writing for a purpose - lists of instructions			
Week 3	FOCUS STORY - What the Ladybird Heard Sentence writing/story writing Writing for a purpose - letters (from Lanky Len and Hefty Hugh)			
Week 4 Phonics Screening Check	FOCUS STORY - You Choose Writing for a purpose - create own you choose book			
Week 5 RWI Assessment 3	FOCUS STORY - You Choose Writing for a purpose - create own you choose book			
Week 6	FOCUS STORY - You Choose Writing for a purpose - create own you choose book and read to NEW Year 1 teachers.			
Week 7	Writing for a purpose - what I have enjoyed about being in Reception and what I am looking forward to in Year 1.			

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text to drive writing:	<i>The Snail and the Whale</i> – Julia Donaldson & Axel Scheffler	<i>Traction Man is Here!</i> – Mini Grey	<i>Beegu</i> – Alexis Deacon	<i>Orion and the Dark</i> – Emma Yarlett	<i>Pattan's Pumpkin: An Indian Flood Story</i> – Chitra Soundar	<i>One day on our Blue Planet</i> – Ella Bailey
Focus author:	Julia Donaldson	Janet & Alan Ahlberg	Eric Carle	Judith Kerr	Jez Alborough	Martin Waldden
Common Exception Words delivered through writing curriculum	friend said come school a the be me	house pull ask there we was do	some has go full to were by where	push no today I put his he	love she you are my says is they	one once your here our so of
Focus Genre	Opportunities to write including the below:	Opportunities to write including the below:	Description (I)	Diary (E)	Story Writing (E)	Informal Letter (I)
Writing opportunities key focus for each lesson: Letter formation Pencil grip Posture Finger spaces Writing on line	Focus on sentence construction (entertain, inform, persuade or discuss): Thoughts Opinions Predictions Endings Labels and captions Story Writing: sequence and write a caption	Focus on sentence construction (entertain, inform, persuade or discuss): Thoughts Opinions Predictions Endings Labels and captions Questions Story Writing: sequence and write a caption	Story Writing: Opening sentences (E) Factual Statements (I) Questions and answers (D)	Story Writing: dilemma (E) Description (I) Advice to Orion (P) Simple instructions (I)	Story Writing: Opening, dilemma and ending (E) Diary (E) Character description (E) Recount (I)	Story Writing: ending (E) Setting description (E) Recount (I) Questions and answers (D) Poetry
Writing Skills: words containing each of the 40+ phonemes taught common exception words	name the letters of the alphabet in order use letter names to distinguish between	Spell the days of the week (Skill 18)	use –ed, where no change is needed in the spelling of root words (Skill 16)	beginning to punctuate sentences using an exclamation mark (Skill 12)	use the spelling rule for –es as the plural marker for the third person singular marker for verbs (Skill 17)	Revisit content as appropriate

apply simple spelling rules and guidance from Appendix 1	alternative spellings of the same sound use the spelling rule for adding –s (Skill 17) begin to punctuate sentences using a capital letter and for personal pronoun ‘I’ (Skill 3) Demarcate sentences using a full stop (Skill 2)	use –ing where no change is needed in the spelling of root words (Skill 16) capital letter for names of people, places, days of the week (Skill 6) begin to punctuate sentences using a question mark (Skill 9) Join words using ‘and’ (Skill 4)	sequence sentences to form short texts (Skill 10) un- prefix to change meaning of adjectives/adverbs (Skill 19) Use ‘and’ to join simple sentences (Skill 5)	regular plural noun suffixes –es (Skill 17) use –er & –est where no change is needed in the spelling of root words (Skill 16)		
Handwriting To be taught daily through RWI sessions	Form lower case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use some diagonal and horizontal strokes needed to join letters					
Ongoing Writing skills	Orally rehearse sentences before writing Begin to use some features of Standard English Generally use the past and present accurately Write sequences of linked sentences					

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text to drive writing:	<i>How to Find Gold</i> – Viviane Schwarz	<i>Egg Box Dragon</i> – Richard Adams	<i>The Emperor's Egg</i> – Martin Jenkins	<i>Man on the Moon (a day in the life of Bob)</i> – Simon Bartram	<i>Have Fun Anna Hibiscus</i> - Atinuke	<i>Claude in the City</i> – Alex Smith
Focus Author:	Michael Rosen	Kes Gray	Quentin Blake (not The Green Ship)	Jill Tomlinson	Roald Dahl	Anne Fine
Common Exception Words delivered through writing curriculum	gold water child	Christmas grass		bath cold money people	parents poor clothes children	Mr Mrs
Focus Genre	Recount (sequencing and retelling) (E)	Story Writing: Opening (E)	Non-chronological Report (I)	Instructions (I)	Informal Letter (I)	Newspaper Report (I)
Genres to support focus genre: Entertain (E) Inform (I) Persuade (P) Discuss (D)	Character description (E) Setting description (E) First Person Narrative (E) Question & Answer (D)	Poster (P) Instructions (I) First Person Narrative (E) Poetry: Kenning	Story Writing: Opening and build-up (E) Character description (E) First Person Narrative (E) Poetry: Question and answer	Story Writing: Opening and build-up (E) Setting description (E) First Person Narrative (E) Poetry: Haiku (E)	Story Writing: Dilemma and resolution (E) First Person Narrative (E) Non-chronological Report (I) Diary (E)	Story Writing: Dilemma and resolution (E) First Person Narrative (E) Question & Answer (D) Leaflet (I)
Writing skills: common exception words apply spelling rules and guidelines from Appendix 1	segment spoken words into phonemes and represent these by graphemes, spelling many correctly (Skill 18) learn new ways of spelling phonemes for which 1 or more spellings are already known (Skill 17/18)	co- ordination (using: or, and, but, yet, so) (Skill 5) past tense correctly and consistently used (Skill 12) Use sentences with different forms: questions (Skill 6/7)	subordination (when, if, that, because) (Skill 11) present tense correctly and consistently used (Skill 12) expanded noun phrases to describe and specify (Skill 4) Use sentences with different forms: exclamations (Skill 24)	progressive form (present and past tense) of verbs correctly & consistently used (Skill 9) Use a variety of simple pronouns (Skill 8) Use sentences with different forms: commands (Skill 10)	common homophones (Skill 17) Add –er, -ed, -ing, -est to words where a change to the root word is needed (Skill 19) Change y to an i add –es to make plurals where a change to the root word is needed (Skill 20)	Revisit content as appropriate

	accurate use of punctuation including full stops and capital letters (Skill 2) Use sentences with different forms: statements (Skill 3)			Use sentences with different forms: exclamations (Skill 7)		
Spelling To be taught using RWI Spell (20 minutes daily)			RWI programme to begin for those children who are ready.			
Handwriting To be taught 3x a week using Letter join but RWI patters to be used to support correct letter formation	Form correctly sized and orientated lower case letters, upper case letters and digits and appropriate spacing					
	Assess children and close gaps from Year 1 Letter join					
Ongoing Writing skills	Write for a range of purposes and audiences based on personal experiences and high quality texts Use a variety of simple, compound and complex sentences Maintain stamina in longer pieces of writing Use some features of standard written English Evaluate their writing through discussion and make improvements to clarify meaning and sense Read their writing aloud with intonation to make the meaning clear Use a dictionary					

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text to drive writing:	<i>The Green Ship</i> – Quentin Blake	<i>Varjak Paw</i> – S F Said Contemporary	<i>One Plastic Bag</i> – Miranda Paul	<i>Gorilla</i> – Anthony Browne	<i>The Miraculous Journey of Edward Tulane</i> – Kate Di Camillo Modern Classic	<i>Planet Omar: Accidental Trouble Magnet</i> – Zanib Mian Contemporary
Class reader:	<i>Quinton Blake Picture Books</i> Modern Classic	<i>Varjak Paw</i> – S F Said Contemporary	<i>The Hodgeheg</i> – Dick King Smith Modern Classic	<i>The Little Match Girl Strikes Back</i> - Emma Carroll Modern Classic	<i>The Miraculous Journey of Edward Tulane</i> – Kate Di Camillo Modern Classic	<i>Planet Omar: Accidental Trouble Magnet</i> – Zanib Mian Contemporary
Focus Genre	Story Writing: Adventure (E)	Newspaper Report (I)	Persuasive Speech (P)	Character Description (E)	Balanced Argument (D)	Persuasive formal letter (P)
Common Exception Words delivered through writing curriculum	early natural centre naughty forwards minute ordinary position	material special reign strange arrive business believe describe important	potatoes exercise difficult build caught enough decide learn quarter	woman medicine experiment busy different consider circle grammar interest often	fruit appear surprise favourite eight eighth group calendar February	famous heart island promise Earth address continue women remember
Genres to support focus genre: Entertain (E) Inform (I) Persuade (P) Discuss (D)	Character description (E) Setting description (E) Letter (P) Report – Q&A interview (I) Poetry: Kennings (E)	Story Writing: Adventure (Opening) Diary (E) Leaflet (I) Argument – in response to a question (D) Poetry: Riddle	Story Writing: Adventure (Build-up) Poster (P) Non-chronological report (I) Poetry: Shape (E)	Story Writing: Adventure (Dilemma) Argument – in response to a question (D) Diary (E) Poetry: Acrostic (E)	Story Writing: Adventure (Resolution) Speech (P) Newspaper Report (I) Non-chronological report (I)	Story Writing: Adventure (Ending) Playscript (E) Advert (P) Poetry: Limerick (E)
Biography (I) will be taught to the children when appropriate. Children will write the biography of a person linked to learning in other curriculum areas.						

Writing skills: spell words that are often misspelt (Appendix 1)	spell more words with contracted forms (Skill 24) use a dictionary to check the spelling of a word (Skill 17) use of a or an (words beginning with a consonant or a vowel) (Skill 2) Use a range of coordinating and subordinating conjunctions (Skill 10) Use commas in lists (Skill 13)	use apostrophes for singular possession (Skill 25) Use a thesaurus to find alternative words (Skill 17) Use apostrophes for contractions (Skill 24)	Use & punctuate direct speech (i.e. Inverted commas) (Skill 14) Express time by using a range of : • adverbs • conjunction • prepositions (Skill 3) Use a range of organisational features in fiction and non-fiction (Skill 12)	Express place by using a range of : • adverbs • conjunction • prepositions (Skill 4) choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition (Skill 16)	Revisit content as appropriate	use the present perfect form of verbs in contrast to the past tense (Skill 9) Express cause by using a range of : • adverbs • conjunction • prepositions (Skill 5)
Spelling To be taught using RWI Spell (20 minutes daily)	Children are to be assessed and groups based on these assessments. To move through the programme as appropriate to try and catch children up.					
Handwriting Taught 3x a week using Letter join, RWI patterns support correct letter formation	Use legible, joined writing consistently.					
	Assess children and close gaps from Year 2 Letter join					
Ongoing Writing skills	Write for a range of purposes and audiences based on personal experiences and high quality texts Create plots in narratives with a clear opening, build up, dilemma, resolution and ending Create settings that are appropriate for the type of story/effect Describe characters in narratives Use paragraphs to group related ideas Consistently use features of standard English and explore when non-standard English could be used Proof-read and edit their writing Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear					

Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text to drive writing:	<i>Into the Forest</i> - Anthony Browne	<i>How the Stars Came to Be</i> – Poonam Mistry	<i>Butterfly Lion</i> – Michael Morpurgo Modern Classic	<i>Arthur and the Golden Rope</i> – Joe Todd-Stanton	<i>The Legend of Podkin One-Ear</i> – Kieran Larwood Contemporary	<i>A Place called Perfect</i> – Helena Duggan Contemporary
Class reader:	<i>The Day I was Erased</i> – Lisa Thompson Contemporary	<i>The Lion, The Witch and The Wardrobe</i> – C.S Lewis Classic	<i>The Pebble in my Pocket</i> – Meredith Hooper	<i>Seed</i> - Caryl Lewis Contemporary	<i>The Ice Bear</i> - Jackie Morris	<i>Leon and the Place Between</i> – Angela McAllister
Focus Genre	Story Writing: Fantasy (E)	Explanation (I)	Newspaper Report (I)	Balanced Argument (D)	Non-Chronological Report (I)	Formal Letter (P)
Common Exception Words delivered through writing curriculum	thought breathe probably notice history complete guide experience	disappear heard separate through pressure possess guard particular possession popular	although weight though sentence question occasion mention possible perhaps	increase straight regular library extreme height strength accident imagine	answer various length actual century suppose recent occasionally peculiar	bicycle breath opposite certain accidentally actually knowledge therefore purpose
Genres to support focus genre: Entertain (E) Inform (I) Persuade (P) Discuss (D)	Character description (E) Setting description (E) Report –Q&A interview (I) Letter (P) Poetry: Kennings (E)	Story Writing: Fantasy (Opening) (E) Instructions (I) Diary (E) Argument – in response to a question (D) Poetry: Limerick (E)	Story Writing: Fantasy (Dilemma) (E) Playscript (E) Diary (E) Explanation (I) Poetry: Riddle (E)	Story Writing: Fantasy (Build-up) (E) Leaflet (I) Informal letter (I) Poster (P) Poetry: Acrostic (E)	Story Writing: Fantasy (Resolution) (E) Leaflet (P) Speech (P) Biography (I) Poetry: Shape (E)	Story Writing: Fantasy (Ending) (E) Explanation (I) Written Advert (P) Non-chronological report (I) Balanced Argument (D)

	Biography (I) will be taught to the children when appropriate. Children will write the biography of a person linked to learning in other curriculum areas.					
Writing skills: spell words that are often misspelt (Appendix 1)	use a dictionary and thesaurus (Skill 18) Use possessive pronouns (Skill 2) Use noun phrases expanded with modifying adjectives (Skill 3) Identify main and subordinate clauses (Skill 14)	Understand the difference between plural and possessive –s (Skill 17) Use noun phrases expanded with modifying nouns (Skill 4) Use fronted adverbials for time, manner and place (Skill 6)	A range of determiners to be used in their writing (Skill 25) choose nouns appropriately for clarity and cohesion and to avoid repetition (Skill 12) Understand the difference between plural and possessive –s (Skill 17)	use and punctuate direct speech (punctuation within and surrounding inverted commas) (Skill 13) choose pronouns appropriately for clarity and cohesion and to avoid repetition (Skill 12)	use commas after fronted adverbials (Skill 7) Use apostrophes for plural possession (Skill 17) Use noun phrases expanded with modifying prepositional phrases (Skill 5) Write complex sentences with the subordinate clause at the start and at the end of the sentence (Skill 15)	Revisit content as appropriate
Spelling To be taught using RWI Spell (20 minutes daily)	Children are to be assessed and groups based on these assessments. To move through the programme as appropriate to try and catch children up.					
Handwriting To be taught 3x a week using Letter join but RWI patters to be used to support correct letter formation	Use legible, joined writing consistently					
	Assess children and close gaps from Year 3 Letter join					
Ongoing Writing skills	Write for a range of purposes and audiences based on personal experiences and high quality texts Describe plots in narratives, linking the end to the opening Develop settings linked to the genre and intended effect					

	Develop characters in narratives Use paragraphs to organise ideas around a theme across the text Control the use of standard and non-standard English Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to Y4 grammar and spelling expectations Proof-read and edit their writing Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear
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Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text to drive writing:	<i>Shackleton's Journey</i> – William Grill	<i>The Night Bus Hero</i> – Onjali Q Rauf	<i>The Journey</i> - Francesca Sanna	<i>Tom's Midnight Garden</i> - Philippa Pearce	<i>Cogheart</i> - Peter Bunzl	<i>The Haunting of Aveline Jones</i> – Phil Hickes

		Contemporary			Contemporary	Contemporary
Class reader:	<i>Birdie</i> – J.P.Rose Modern Classic	<i>The General</i> – Janet Charter	<i>Running on Empty</i> – S.E.Durrant Contemporary	<i>Mwikali and the Forbidden Mask</i> - Shiko Nguru Contemporary	<i>Cogheart</i> - Peter Bunzl Contemporary	<i>Mama Miti</i> – Donna Jo Napoli
Focus Genre	Story Writing: Historical (E)	Recount (I)	Balanced Argument (D)	Biography (I)	Explanation (I)	Persuasive Speech (P)
Common Exception Words delivered through writing curriculum	temperature disastrous desperate competition dictionary individual variety apparent	restaurant interfere interrupt community mischievous amateur appreciate bargain	curiosity signature accommodate accompany familiar correspond average language convenience	exaggerate conscience marvellous available nuisance attached definite frequently	awkward profession communicate equipment equipped develop excellent according category programme	lightning existence persuade rhythm recommend suggest especially twelfth
Genres to support focus genre: Entertain (E) Inform (I) Persuade (P) Discuss (D)	Character description (E) Setting description (E) Newspaper report (I) Speech (P) Poetry: Cinquin	Story Writing: Historical (opening and build-up) (E) Diary (E) Report – Q&A interview (I) Playscript (E) Poetry: Free Verse	Story Writing: Historical (build-up and dilemma) (E) News Interview (D) Newspaper Report (I) Recount (I) Poetry: Free Verse	Story Writing: Historical (dilemma and resolution) (E) Balanced argument (D) Letter (complaint) (I) Leaflet (P) Poetry: Ballads	Story Writing: Historical (ending) (E) Instructions (I) Non-chronological report (I) Informal letter (I) Poetry: Haiku (E)	Story Writing: Historical (E) News Bulletin (I) Explanation (I) Persuasive letter (P) Balanced argument (D)
Biography (I) will be taught to the children when appropriate. Children will write the biography of a person linked to learning in other curriculum areas.						
Writing skills: continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt	use a dictionary and thesaurus effectively (Skill 18) use commas to separate main and subordinate clauses (Skill 3)	use brackets and dashes to indicate parenthesis (Skill 7) choose synonyms & antonyms to effect the mood of their writing (Skill 25)	Use defining relative clauses. Defining: provided essential information, no commas needed (Skill 13) Use a range of devices between paragraphs:	use embedded clauses with: which, whose, that (Skill 6) recognise vocabulary & structures that are appropriate for formal	Use dashes for after thoughts (Skill 8) Use defining and non-defining relative clauses. Defining: provide essential information, no commas needed.	Revisit content as appropriate.

specifically, as listed in Appendix 1	use relative pronoun (Skill 11) Use a range of cohesive devices within paragraphs: repetition for effect, tense, pronoun chains, conjunctions (Skill 9)	Use embedded clauses with: who, where (Skill 6) use modal verbs to indicate degrees of possibility (Skill 4)	fronted adverbials, repetition for effect, tense (Skill 10) Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (Skill 16)	speech and writing (Skill 16) use modal adverbs to indicate degrees of possibility (Skill 5)	Non-defining: provide additional information, need commas. (Skill 12)	
Spelling To be taught using RWI Spell (20 minutes daily)	Children are to be assessed and groups based on these assessments. To move through the programme as appropriate to try and catch children up.					
Handwriting To be taught 3x a week using Letter join but RWI patterns to be used to support correct letter formation	Use legible, joined writing consistently					
	Assess children and close gaps from Year 4 Letter join					
Ongoing Writing skills	Write for a range of purposes and audiences based on personal experiences and high quality texts Write sentences with the subordinate clause at the start and end of the sentence Use a range of cohesive devices within paragraphs Use a range of devices between paragraphs Develop settings and atmosphere in detail Develop characterisation by drawing on their reading Write with appropriate levels of formality for audience and purpose Effective use of organisational features in fiction and non-fiction Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to Y5 grammar and spelling expectations Proof-read and edit their writing Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear					

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text to drive writing:	<i>The Wolf Wilder</i> – Katherine Rundell Contemporary	<i>Boy, Everywhere</i> – A.M. Dassu Contemporary	<i>The Adventures of Odysseus</i> - Hugh Lupton	<i>Rose Blanche</i> - Roberto Innocenti	<i>Varmints</i> - Helen Ward	<i>Suffragette: The Battle of Equality</i> - D Roberts
Class reader:	<i>The Viewer</i> – Gary Crew	<i>Boy, Everywhere</i> – A.M. Dassu Contemporary	<i>Can You See Me?</i> - Libby Scott & Rebecca Westcott Contemporary	<i>When the Sky Falls</i> – Phil Earle Contemporary	<i>The Promise</i> - Nicola Davies & Laura Carlin	<i>Goodnight Mr Tom</i> – Michelle Magorian Classic
Common Exception Words delivered through writing curriculum	shoulder stomach physical secretary necessary occur opportunity	foreign bruise guarantee sincerely sincere embarrass leisure recognise relevant	ancient muscle yacht pronunciation immediate thorough forty	identity harass cemetery explanation soldier occupy vehicle symbol queue	environment committee privilege vegetable conscious neighbour rhyme	hindrance sacrifice prejudice Parliament government controversy criticise system
Focus Genre	Story Writing: Mystery	Balanced Argument (D)	Newspaper Report (I)	Description (E)	No focus genre	No focus genre
Genres to support focus genre: Entertain (E) Inform (I) Persuade (P) Discuss (D)	Character description (E) Setting description (E) Speech (P) Poetry: Ballads (E)	Story Writing: Historical (opening and build-up) (E) Recount (I) Informal Letter (P) Biography (I)	Story Writing: Adventure (build-up and dilemma) (E) Newsprint (I) Formal letter (P) Balanced argument (D)	Story Writing: Adventure (dilemma and resolution) (E) Instructions (I) Non-chronological report (I) Letter (Complaint) (I) Poetry: Free Verse (E) Explanation (I)	Story Writing (E) Balanced Argument (D) Explanation (I) Non-chronological report (I) Newspaper report (I) Letter (P) Diary (E) Speech (P) Autobiography (I) – write in July	

Writing skills: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 continue to distinguish between homophones and other words which are often confused	Use a dictionary and thesaurus effectively (Skill 17) use dashes to mark boundaries between independent clauses (Skill 12) use a colon to introduce a list (Skill 24) use bullet points (Skill 12) Use verb tenses consistently and accurately including: the perfect form of verbs to mark relationships of time and cause (Skill 3) Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause (Skill 10)	Use formal and informal question tags (Skill 4) Use expanded noun phrases to convey complicated information concisely (Skill 2) Manipulate and control the use of non-fiction language features (Skill 14) Use a range of figurative language (Skill 13)	Use passive voice to create empathy or suspense (Skill 5) Use hyphens to avoid ambiguity (Skill 12) Use semicolons to mark independent clauses (Skill 7) Use a range of devices to build cohesion within and between paragraphs (Skill 16) Use verb tenses consistently and accurately including: the perfect form of verbs to mark relationships of time and cause (Skill 3) Use dialogue to convey character and advance action (Skill 8)	Use colons to mark independent clauses (Skill 24) Use passive voice to create empathy or suspense (Skill 5) Use passive voice to create a formal tone (Skill 6) Manipulate and control the use of organisational features (Skill 15) Use relative clauses beginning with an implied (i.e. omitted) relative pronoun (Skill 25)	Consolidation	Consolidation
Spelling To be taught using RWI Spell (20 minutes daily)	Children are to be assessed and groups based on these assessments. To move through the programme as appropriate to try and catch children up.					

Handwriting To be taught 3x a week using Letter join but RWI patters to be used to support correct letter formation	Use legible, joined writing consistently when writing at speed
	Assess children and close gaps from Year 5
Ongoing Writing skills:	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Develop settings and atmosphere in detail Manipulate and control the use of narrative language features Use the range of punctuation taught at KS2 mostly correctly Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to Y6 grammar and spelling expectations Proof-read and edit their writing Read their own writing aloud using appropriate intonation and controlling the tone and volume and movement to make the meaning clear