



WRITING Medium Term Plan 2022-2023: Whole School

This document outlines the writing expectations for each year group across the year in half terms. The key bolded objectives have been taken from the school's long term writing plan. **Bold objectives indicate key learning and when it is accurate, fluent and automatic.** Objectives that are not bold are learning components of key bolded objectives. Although key objectives may have been secured in a previous year, these should continue to be used by children in subsequent years. The handwriting progression has been informed by RWI and supplemented by Letter-join. Formation of letters must be in line with RWI expectations. Vocabulary is taught orally initially and expected to be secured in writing when bold.

EYFS Medium Term Planning - Writing

Writing Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What makes me special?	Why do we celebrate?	What do you see?	What was it like long ago?	How does it grow?	Are we there yet?
Oral Composition	- confidently talk in sentences up to 4 words - talk about events from the past. (may have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.) -break the flow of speech into words.	- talk in longer sentences of six words or more. "I liked it when he ran away." "I am a fireman because I put out fires." - talk in longer sentences that include 'and' and 'because'. - describe an event using photos -retell simple stories - <i>'Build a sentence' introduced through RWI</i>	- use future tense orally. - orally sequence at least five words into a sentence. - say a complete sentence aloud before writing.	- retell a full story. (beginning, middle and end) - describe an event using a picture prompt.	- describe events in detail using pictures or other prompts.	
Sentence Structure	- label pictures -write own name (copied from name card) -write capital letter at the start of name, copied from name card	- write own name using a capital letter at the start -write phrases that can be read by others -write short sentences that can be read by others	-write short sentences that can be read by others	- write short sentences with a full stop at the end. <i>'Hold a sentence' introduced through RWI</i>	-write short sentences with a full stop and capital letter.	- write short sentences with words containing known sound-letter correspondences using a capital letter and full stops.
Punctuation	-separate words with spaces.	-use finger spaces between 2 words.	-use finger spaces between every word -introduce capital letters and full stops.	-consistently use full stops at the end of sentences.	-consistently use taught capital letters at the start of sentences (see handwriting expectations)	- consistently use full stops and taught capital letters e.g. I T A M (see handwriting expectations)
Grammar	-use the personal pronoun 'I' in speech	-know the personal pronoun 'I' relates to themselves	-introduce 'went' as the past tense of 'go'	-use 'went' as the past tense of 'go'	-use past tense verbs: 'ran', 'walked', 'drank', 'fell', 'sat', 'jumped', 'found' in speech.	
Terminology (term introduced) BOLD: expected to understand, know and use. Unbolded: Expected to understand. UNBOLD – as a minimum pupils understand.	Letter Word Sound Capital letter Finger space	Idea Sentence Line Zigzag Curve straight	full stop			

Spelling		<ul style="list-style-type: none"> -link sounds to letters. (see phonics progression map) -orally segment the sounds heard in words -spell words by identifying sounds in them and representing the sounds with a letter or letters. -represent initial sound in simple words. 	<ul style="list-style-type: none"> -represent initial, end and medial sounds using taught phonics. -write the sounds in CVC words in the correct order. -use 'l' in writing. 	<ul style="list-style-type: none"> -segment the sounds in simple words for spelling. -write CVC words. -use taught 'special friends' in writing see phonics progression map. -write taught common exception (red) words, spelt correctly (see phonics progression map) 	<ul style="list-style-type: none"> -spell words using corrects GPCs. -write some longer words using phonic knowledge (2 syllables +) -identify the part of common exception words that is tricky to spell. -write common exception (red) words correctly. (see phonics progression map) -spell 'went' as the past tense of 'go' 	<ul style="list-style-type: none"> -write phonetically plausible attempts at multisyllabic words. 	<ul style="list-style-type: none"> -use 'special friends' when writing words. 	
HFW Spelling List from Phonics Progression Map				a l the	Put my he of	no be are you	said come your	
Handwriting		Pre-writing skills	<ul style="list-style-type: none"> – Development of fine and gross motor skills – see EYFS progression of skills (personalised to child) 	<ul style="list-style-type: none"> -draw vertical lines top to bottom -retrace vertical lines -draw horizontal lines -draw circles clockwise and anti-wise -draw arches and waves -draw zigzags left to right, top to bottom 	<ul style="list-style-type: none"> -form loops -form spirals clockwise and anti-clockwise -draw diagonal lines -combine and practise patterns they are insecure in. 	<ul style="list-style-type: none"> -draw vertical lines top to bottom -retrace vertical lines -draw horizontal lines -draw circles clockwise and anti-wise -draw arches and waves -draw zigzags left to right, top to bottom -form loops -form spirals clockwise and anti-clockwise -draw diagonal lines 		
		Core muscle strength EYFS GMS	<ul style="list-style-type: none"> -use core muscles to sit upright with straight back -introduce handwriting position – feet flat on the floor – bottom at the back of the chair – shoulders down and relaxed – back leaning forward slightly – Left/right hand holding page – left/right hand holding a pencil, ready in tripod grip 		<ul style="list-style-type: none"> -use core muscles to sit upright and achieve a good posture on a chair or on the floor. 			<ul style="list-style-type: none"> -know, when writing at a table, to sit on a chair with both feet flat on the floor; their back against the back of the chair; their hips directly under shoulders and their elbow and forearm on table.
		Pencil grip FMS	<ul style="list-style-type: none"> -grip a pencil between two fingers and thumb (tripod grip.) 	<ul style="list-style-type: none"> -use a comfortable grip with good control when holding pens and pencils. -use one dominant for writing -make clockwise and anti-clockwise movements with a writing implement -retrace lines, up, down clockwise and anticlockwise (to support letter writing) 		<ul style="list-style-type: none"> -use a tripod grip with increased confidence -form taught letters correctly with correct start and end point of letters 	<ul style="list-style-type: none"> -have a comfortable tripod grip -form taught letters correctly both lower and upper case. 	<ul style="list-style-type: none"> -use the foundations of a handwriting style which is fast, accurate and efficient.
		Formation	<ul style="list-style-type: none"> -introduce formation of single letters 	<ul style="list-style-type: none"> -introduce formation of single letters/sounds: sh r j v y 	<ul style="list-style-type: none"> -introduce formation of single sounds: w z qu x 	<ul style="list-style-type: none"> -practise formation of 'down letters': l t b p k h i 	<ul style="list-style-type: none"> -practise formation of 'down letters': j m n r u y 	<ul style="list-style-type: none"> -practise formation of 'curly letters': e f s

	m, a, s, d, t, l, n, p g o c k u b f e l h -introduce formation of capital letter at start of pupil's name.		-practise formation of 'around families' : c o a d g q -introduce the capital letter 'I'		-introduce capital letters through modelling in writing e.g. The, My, I	-practise formation of 'zig zag letters: v w z x -introduce formation of numerals 0-9.
	RWI stage 1a – children practise correct letter formation on plain paper.		RWI stage 1b – Children learn where to place the letters on a line. (wide lined paper) Focus on relative size of letters.			
Vocabulary				-introduce story telling language such as: – Once upon a time – One day – Suddenly – Then/ next – Finally – happily ever after		-use story telling language such as: – Once upon a time – One day – Suddenly – Then/ next – Finally – happily ever after
Broader Compositional Skills					-remember the sentence they have said aloud before writing it. (Planning)	-re-read a sentence to check it makes sense. (Drafting)
Text genre	• labels	• Captions – Text: The Little Red Hen • Lists - Christmas	Narrative : Text: Brown Bear, Brown Bear + We're going on a bear hunt.	• Narrative sentences: Text: Three Little Pigs (Traditional tale) • Sentences – non-fiction Text: 'My first woodland animals'	• Retelling narrative/ descriptive sentences. Text: The very Hungry caterpillar. • Non-fiction sentences Text: 'Tiny Seed'	• Narrative: Text: Jasper's beanstalk • Narrative – 5 sentence story. Text: Mr Gumpy's Outing

YEAR 1 Medium Term Planning - Writing

Writing Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Colour Me Happy	My Family	We're going on a Nature Hunt	Holidays	Fruity Fun	The Queen
Oral Composition	-say aloud what they are going to write about.		-compose and rehearse a sentence orally. <i>'Build a sentence' automatic and fluent</i>			
Sentence Structure	-join words using 'and' -know the structures of different regular statements.	-write simple regular statements -write sentences in the simple present tense. -write a sentence in the simple past tense.	-use 'and' to add detail to a main clause e.g. 'he was tall and hairy'	-join two main clauses using 'and'		-understand how words combine to make sentences.
Punctuation	-use finger spaces consistently. -separate words with spaces of a roughly consistent size.	-use capital letters for names and personal pronoun 'I'		-understand that a question mark is used at the end of a sentence to show that it is a question. -identify and use question marks.	-use capital letters for days of the week -understand that an exclamation mark is used at the end of a sentence to show sudden or strong emotion or that someone is shouting. -identify and use exclamation marks.	-use question marks. -consistently use capital letters at the start of sentences.

Grammar		-use prefix 'un' for negation -know that singular means one and plural is more than one. -know that a pronoun is used instead of a noun, or group of nouns. -know that a proper noun is the name of a specific person or place and starts with a capital letter.	-use plural 's' and 'es' correctly in terms of the meaning of the word.				
Terminology (term introduced) BOLD words – expected to understand, know and use. UNBOLD – as a minimum pupils understand.		Prefix, singular, plural, verb, statement, pronoun, proper noun, syllables, punctuation, phrase, regular, irregular	Singular Tense		question mark	exclamation mark	
Spelling		-divide words into syllables	-spell the days of the week -write dictated sentences with sounds and words learnt -add s or es to third personal singular of verbs -use a RWI sound mat to support identification of correct number of sounds in a word.		-build compound words from known words	-know the names of the letters of the alphabet -use letter names to distinguish between alternative spellings -use a RWI sound mat to write phonically plausible spellings.	-spell all year 1 common exception words -know the rule to spell –s and –es plurals -spell using suffixes –ing, -ed, -er, -est where there are no changes to the root word. -write dictated sentences with sounds and words learnt.
HFW Spelling List from Phonics Progression Map		to go so she me we is into	his has by ask push pull full	they do love friend out house our says			was one some school were there today any
Handwriting		-form all lowercase letters correctly. -sit correctly at a table holding a pencil using a tripod grip. -learn to form digits starting at the top (0-9).	-learn to write capital letters starting at the top. (introduce letter name at the same time) C O S U V W X Z	-learn to write capital letters starting at the top. (introduce letter name at the same time) A T I P F L M	-learn to write capital letters starting at the top. (introduce letter name at the same time) E H J Y B K	-form all the digits from 0-9. -learn to write capital letters starting at the top. (introduce letter name at the same time) D B G N Q R	-form all capital letters correctly. -explain which letters belong to which handwriting families.
Vocabulary		Use and understand the verbs: have, like, be, love, hate.	Introduce the language of sequencing when writing: after that, before		Use familiar story language in their own writing.	Use story language in their own writing	Use know language to support sequencing.
Composition:	Plan & rehearse		-plan their writing using pictures to help sequence ideas.	-arrange ideas in sequence.	-use a known story as a starting point for writing. -use the past tense when retelling stories or recounting experiences.	-use a simple given tool e.g. a story map, washing line.	-produce a simple flow chart to orally describe a process.
	Drafting		-write sentences to match picture sequences.	-refer to given planning to ensure sequence of ideas	-sequence sentences.	-use a real life experience as a starting point for writing.	-use a familiar plot to structure the opening, middle and end of their own story.
	Written composition	-write sentences beginning with I.	-use common regular past tense. (walk/ed, jump/ed)	-use common irregular past tense verbs.			-sequence sentences to form a recount.

		-know and use the different forms of the irregular verb 'to be'. (was, were, is, are, am, be) -know and use the different forms of 'to have'. (has, had)		(go/went, see/saw, ran/run, write/wrote, swim/swam, eat/ate)			-sequence sentences to form short narratives	
	Evaluate and Edit	-re-read a given sentence and change words, structure or punctuation.	-independently re-read their own sentences to check it makes sense.				-reread what they have written to check it makes sense (evaluate and edit) -read aloud their writing clearly enough to be heard by peers and teacher. -discuss their writing with a teacher to make changes.	discuss what they have written with the teacher and peers.
	Text genre	<ul style="list-style-type: none"> • Narrative : Text: Colour Monster • colour poems 	<ul style="list-style-type: none"> • Narrative (Retelling a familiar story) Text: The Ghanaian Goldilocks • Recount - trip to church (RE) 	<ul style="list-style-type: none"> • Narrative: Retelling a familiar story Text: –The Gruffalo • Recount -visit to Boscombe Gardens. 	<ul style="list-style-type: none"> • Poetry Day: Calligram • Narrative: Retelling a familiar story Text: owl babies • Non-Chronological report – owl fact file 	<ul style="list-style-type: none"> • List poems -food • Personal diary/recount: Text: It's a Bears life • ? 	<ul style="list-style-type: none"> • Non-chronological report Text: About the beach • Narrative: Fairy tales Text: Snow White and the Seven Dwarfs 	

YEAR 2 Medium Term Planning - Writing

Writing Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
Oral Composition						
Sentence Structure	<p>-use noun phrases for description</p> <p>-write sentences using 'and' 'or' 'but' to join ideas or simple sentences. (co-ordination)</p> <p>-use 'or' to join a simple sentence to a word, phrase or another sentence, when ideas are different or a choice.</p>	<p>-use coordination 'but', 'so'</p> <p>-use noun phrases for specification</p> <p><i>'Hold a sentence' is automatic and fluent</i></p>	<p>-use noun phrases for description and specification</p> <p>-use subordination 'because'.</p> <p>-know that a conjunction is a word that joins clauses together and that these can be co-ordinating or subordinating.</p> <p>-know that exclamation sentences start with 'how' or 'what', and must include a verb.</p> <p>-know that commands tell the reader to do something (instructions)</p> <p>-know that commands start with imperative verbs.</p> <p>-know that questions can start with 'who' 'what' 'where' 'when' 'why' 'how' or a verb (e.g: are, have, can).</p> <p>-know that statements express a fact, idea or opinion.</p> <p>-identify the structure of statements, exclamations, questions and commands.</p>	<p>-identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command</p> <p>-use subordination 'if' 'that'.</p>	<p>-use subordination 'when'.</p>	<p>-use subordination 'when' 'if' 'that' 'because'</p>

<p>Punctuation</p>	<p>-know that when words are contracted, letters are missed out. -know that when words are contracted, the apostrophe shows where letters are missing. -use apostrophes to show a singular contraction with common words in the present tense. (eg: it's, you've, you're, I've, He's, she's,) -understand that commas are used to separate adjectives in an expanded noun phrase.</p>	<p>-use apostrophe for contractions. -use apostrophes to show plural contraction. (we're, they're, they've) -use apostrophes for negative contraction. (aren't, don't, wouldn't, can't, hasn't, won't, didn't)</p>		<p>-use commas to separate items in a list -use apostrophe for singular possession -write questions using a question mark correctly at the end. -know that an apostrophe shows that an object belongs to a subject. (eg: The cow's udder) -know that when a name ends in 's', just the apostrophe is added. (eg: James' bag)</p>	<p>-write exclamations using an exclamation mark correctly at the end. -understand that an exclamation mark is used at the end of an exclamatory statement. -understand that an exclamation mark can be used at the end of words, phrases and with irregular sentences.</p>	
<p>Grammar</p>	<p>-use two adjectives to describe a noun -use a proper noun for the name of a specific person or place and start with a capital letter. -know different types of nouns eg: proper, common, collective and pronoun. -know that when one or more adjectives describe a noun this is called a (an expanded) noun phrase. -know that adding a suffix changes the meaning of a word. -know that a noun can be the name of a person, place or thing. -know that a verb is an action or state of being word. -use the suffixes 'ness' and 'ment' to form nouns. -know that a phrase is a small group of words, without a verb.</p>	<p>-use suffixes 'er' 'est' in adjectives -know that an adverb can describe a verb. -use adverbs that end in 'ly' to describe how something happens/happened.</p>	<p>-use 'ly' to turn adjectives into adverbs for description. -know that the present progressive is used to describe an ongoing action, using is/are and the suffix 'ing' for verbs.</p>	<p>-know different ways adjectives can be included in sentences. -use the suffixes 'ful and 'less' to form adjectives. -know that the past progressive is used to describe an ongoing action, using was/were and the suffix 'ing' for verbs.</p>		<p>-use suffixes ness (formation of nouns), ful, less and ment -use present and past progressive to mark actions in progress.</p>
<p>Terminology (term introduced)</p> <p>BOLD words – expected to understand, know and use. UNBOLD – as a minimum pupils understand.</p>	<p>audience, purpose subject, verb, noun, noun phrase, adjective, past tense, present tense coordination, suffix, apostrophe, contraction, contracted, comma, main clause.</p>	<p>adverb plural contraction Consonant</p>	<p>subordination conjunction statement, exclamation, question, command. present possessive coordinating conjunction</p>	<p>Past progressive Singular possession</p>	<p>homophone near homophone irregular sentence exclamation</p>	
<p>Spelling</p>	<p>-add 'es' to nouns and verbs ending in y.</p>	<p>-use new ways for spelling phonemes for which one or more spellings are already known e.g. ai, ay a_e -spell contracted word forms. (he's, it's, she's, I've,</p>	<p>-add ed, ing, er and est and y to words ending in e with a consonant before it. (eg: wide, wider, widest make-making bake- baked)</p>	<p>-add ed, ing, er and est and y to words of one syllable ending in a single consonant letter after a single vowel letter (eg: sit-sitting / thin – thinner /</p>	<p>-spell year 2 homophones and near homophones (their/there/they're, here/hear, see/sea, bare/bear, one/won, sun/son, be/bee, to/too/two, blue/blew,</p>	<p>-segment spoken words into phonemes and represent these with graphemes (full range of GPCs) -spell year 2 common exception words (see below)</p>

		they've, we've, could'nt, won't, can't, don't) -add ed, ing, er and est to root words ending in y with a consonant before it. (eg: marry – married happy – happier dry – drying)	-use the first letter to find words in a first dictionary.	plan-planned / sun – sunny)	night/knight, quiet/quite, where/wear, which/witch.)	-add suffixes –ment, -ness, -ful, -less, -ly -write dictated sentences using GPCs, words and punctuation learnt	
HFV Spelling List from Phonics Progression Map	any who should would could		here where water once many climb		father whole people what because great		
Handwriting (Use Letter Join program and resources for summer term learning – Module 3, lesson 19 onwards)	-write digits of the correct size. (0-9)	-form lowercase letters of the correct size relative to each other.	-form capital letters of the correct size relative to each other.	-form lowercase and capital letters of the correct size relative to each other.	-introduce the diagonal strokes needed to join letters. (Diagonal joins: an co di ei hu im ka li ma np ui)	-introduce the horizontal strokes needed to join letters. (Horizontal joins: va wo ru wa oc ro vn ve re oe)	
Vocabulary							
Composition:	Plan & rehearse	-know that the 'audience' is the reader of their writing. -know the 'purpose' of the writing.	-produce a flow chart after a practical activity. -write down ideas in note form.	-understand the audience and purpose of their writing. -use a simple given planning tool e.g. story grid -write down keywords/vocab to include in own writing.	-plan what they are going to write about.	-plan to use key words and new vocabulary in writing.	
	Drafting	-encapsulate what they want to say, sentence by sentence. -ensure subject and verbs agree when writing. (eg: They were...instead of 'They was')					
	Written composition			-include extra detail to set a scene. -give extra details about what is happening.	-use present progressive to show actions in progress	-make a correct choice of simple present tense, simple past tense or present or past progressive	-sequence a series of linked sentences to write simple, coherent narratives, about personal experiences and those of others (real and fictional) -know that narratives include extra details to interest the reader.
	Evaluate and Edit	-read aloud their writing, pausing at punctuation, as a way to check that their writing is clear. -reread to check that all sentences start with a capital letter and end with a fullstop.		-reread to check that their writing makes sense and that the correct tense is used throughout.	-evaluate their writing with the teacher or other pupils and make revisions. -reread to check that all sentences start with a capital letter and end with either a full stop or question mark.	-reread to check that verbs to indicate time are used correctly and consistently -evaluate their writing with the teacher or other pupils and make additions. -reread to check that all sentences start with a capital letter and end with either a full stop, exclamation mark or question mark. -edit and improve own writing by strengthening the use of	-evaluate their writing with the teacher or other pupils and make additions, revisions or corrections (evaluate and edit) -start to proof read to check for errors in spelling, grammar and punctuation -evaluate their writing with the teacher or other pupils and make corrections.

						verbs, nouns, adjectives and adverbs.	
Text genre	<ul style="list-style-type: none"> • Narrative: Retelling a familiar story. Text: Smeds and the Smoos • Non-Chronological Report – Fact File Alien 	<ul style="list-style-type: none"> • Narrative: Retelling a familiar story Text: Clean Up • Recount : In role of an event in the story 	<ul style="list-style-type: none"> • Non-Chronological Report – Look Up! (Space facts) • Personal Recount– diary as Handa from Hand’s Surprise 	<ul style="list-style-type: none"> • Poetry Day: Haiku poem • Instructions – How to plant a seed (The Extraordinary Gardener) • Narrative - Description of imaginary world 	<ul style="list-style-type: none"> • Non-chronological report – About the giant or one of the animals • Narrative (Retelling a familiar story) – The Smartest Giant 	<ul style="list-style-type: none"> • Instructions – How to look after a monkey • Narrative (retelling a familiar story) - Monkey Puzzle • Recount from Monkey world Visit • Poetry: Couplets poem 	