

Writing Overview

Autumn 1 - 7.5 weeks					
	FS Dinosaur Discovery	Year 1 <u>Medium Term Plan</u>	Year 2 <u>Medium Term Plan</u>	Year 3 <u>Medium Term Plan</u>	Year 4 <u>Medium Term Plan</u>
Week 1	Home visits	Description of class bird Non-fiction Fact file To use some adjectives for description e.g. Colours, sizes	Dear Teacher Fiction - dilemma Write a short letter to their teacher introducing themselves. Develop positive attitudes towards and stamina for writing	Reading focus week VIPERS Make predictions/inferences. Authorial intent.	Letter from Farmer Weir Non-fiction Formal letter Open and closed questions Features of a letter Plan, draft and edit formal letter.
Week 2	Week 2 Home Visits Week 3 Writing assessment write name Spell CVC using picture prompts (mark making, initial sounds) Photograph of pen grip for tapestry	Supertato Fiction - Adventure Role - play Retell key stories, fairy stories and traditional tales and consider their particular characteristics through familiarity	Dear Teacher Fiction - dilemma Exploring a character from the book, Dear Teacher. Create a story map to plan an imaginary letter. Develop positive attitudes towards and stamina for writing	How to be an Anglo Saxon Non-fiction Instructions To write a set of instructions VGP: Using conjunctions, adverbs and prepositions to express time and cause.	
Week 3		Supertato Fiction - Adventure. Character description. Labels and captions To describe a favourite Supertato character. To use some adjectives for description e.g. Colours, sizes	Dear Teacher Fiction - dilemma Write an informal letter to their teacher. Develop positive attitudes towards and stamina for writing		Apple crumble instructions - Model Write Non-fiction Instructional writing Features of instructions Following instructions Plan, draft and edit recipe.
Week 4	BASELINES Book: Colour Monster goes to school	Supertato Fiction - Adventure Character description	Lila and the Secret of Rain Fiction - Story from other cultures Understand what a story from		

		<p>Sentence writing</p> <p>Before writing, plan sentences by saying out loud what they are going to write about</p>	<p>another culture is.</p> <p>Use prediction and inference skills.</p> <p>Retell and sequence a story.</p> <p>Speaking and Listening</p> <p>Giving well structured descriptions, explanations and narratives for different purposes, including: expressing feelings, participating in discussions and role play.</p>		
Week 5	<p>BASELINE</p> <p>Book: If I had a dinosaur</p>	<p>Superworm</p> <p>Fiction - Fantasy</p> <p>Story writing – beginning</p> <p>Planning, drafting and writing</p> <p>Say out loud what we are going to write.</p>	<p>Lila and the Secret of Rain</p> <p>Handa's Surprise</p> <p>Fiction - Story from other cultures</p> <p>Explore, interpret and respond to a picture book, Handa's Surprise.</p> <p>To create a story map for 'Lila and the Secret of Rain'.</p> <p>Planning and Drafting writing.</p> <p>Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary</p>	<p>Roger Rock</p> <p>Non-Fiction Explanation text</p> <p>linked to science</p>	
Week 6	<p>Book: Harry and the bucketful of dinosaurs</p> <p>Recognise words with the same initial sound</p>	<p>Superworm</p> <p>Fiction - Fantasy</p> <p>Story writing – middle</p> <p>Planning, drafting and writing</p> <p>To read aloud to peers what they have written – performing their writing.</p>	<p>Lila and the Secret of Rain</p> <p>Handa's Surprise</p> <p>Fiction - Story from other culture</p> <p>Compare and contrast stories from the same culture.</p> <p>Plan and setting and write the build up to a traditional African tale.</p> <p>Planning and Drafting writing.</p> <p>Consider what they are going to write before beginning by: writing</p>	<p>Anglo-Saxon Boy</p> <p>Fiction - Letter Writing</p> <p>Plan, draft and edit an informal letter.</p>	<p>War Horse</p> <p>Historical fiction</p> <p>Character description</p> <p>Drama and Role play</p> <p>Freeze frames using character description</p> <p>Descriptive narratives using setting and emotions</p> <p>Plan, draft and edit narrative descriptions</p>

			down ideas and/or key words, including new vocabulary		
Week 7	Book: Mad about dinosaurs Spot and suggest rhymes Poem: Don't by Michael Rosen Learn poems, rhymes and songs	Superworm Fiction - Fantasy Story writing – end Planning, drafting and writing Sequence the ending. Say out loud what we are going to write.	Lila and the Secret of Rain Fiction - Story from other culture Writing a problem and solution to their own version of the story. Editing and evaluating their own writing. Develop positive attitudes towards and stamina for writing by: writing for different purposes		

Autumn 2 - 7 weeks					
	FS Once upon a time	Year 1 <u>Medium Term Plan</u>	Year 2 <u>Medium Term Plan</u>	Year 3 <u>Medium Term Plan</u>	Year 4 <u>Medium Term Plan</u>
Week 1	Account of half-term holiday Writes own name and other things such as labels and captions.	The Gunpowder Plot Non-fiction Chronological Report Write sentences by: sequencing sentences to form short narratives	Meerkat Mail Fiction - adventure Theme - Journey Character Description of Sunny Planning and Drafting writing. Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary	Poetry - Haiku Reading and speaking and listening focus week Plan, draft and edit poetry.	War Horse Historical fiction continued Joey's arrival at the farm. Joey and Topthorn journey to France Exploring and explaining vocabulary Drama and Role play Drama freeze frames
Week 2	Book: The Gingerbread Man Writes own name and other things such as labels and	Firework Poems Poetry - Firework poem by James Carter from the boo Zim, Zam Zoom	Meerkat Mail Fiction - adventure Theme - Journey Setting Sequencing	Beowulf Legend Non-Fiction Newspaper Reports To write a newspaper report	War Horse Historical fiction continued Joey arrives in France and witnesses the wounded soldiers.

	captions, eg. 'I can run.' 'I can hop.'	Apply phonic knowledge and skills as the route to decode words. Appreciate rhymes and poems, and to recite some by heart.	Creating a Story Map Develop positive attitudes towards and stamina for writing for different purposes.		Joey joins in with the first cavalry charge. Plan, draft and edit narrative descriptions Drama and Role play Drama freeze frames
Week 3	Book: Three Billy GOats Gruff Writes own name and label picture of a troll using CVC words	Charlie's Superhero Underpants Fiction -Adventure Role - play Retell key stories, fairy stories and traditional tales and consider their particular characteristics through familiarity	Meerkat Mail Fiction - adventure Theme - Journey Orally retell and innovate a well known story. Planning and Drafting writing. Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence		War poems Poetry - Free Verse Understanding of poetry Features of Poetry based on WW1 and remembrance. Explaining a poem Summarising the lives of a war poet
Week 4	Book: There is no big bad wolf in this story Writes own name and other things such as labels and captions, e.g. 'I can huff. I can puff.'	Charlie's Superhero Underpants Fiction -Adventure Structuring and organising - Story Map Attempt to group ideas together.	Meerkat Mail Fiction - adventure Theme - Journey Story writing and editing of a new story with a journey theme. Writing their innovated story. Make simple additions, revisions and corrections to their own writing by evaluating their own writing with a teacher and other pupils.		War Poems Poetry - Free Verse Create similes, alliteration and metaphors Add detail to a description using expanded noun phrases and adverbs. Make predictions from a film stimulus - Beyond the Line
Week 5	Book: Kipper's Birthday Nativity Story (Jesus' birthday)	Charlie's Superhero Underpants Fiction -Adventure Narrative	Meerkats Non-Fiction - Non-chronological reports	Escape from Pompeii Narrative - Historical Fiction Draft and write by: organising paragraphs around a theme.	War Poems Poetry - Free Verse Use a model poem and film

	Writes own name, sequence and retell Christmas story	Write sentences by: sequencing sentences to form short narratives	Make notes to find information, find the features of a report and retell a report orally. Planning and drafting writing. Consider what they are going to write before beginning by: writing down ideas and/or keywords, including new vocabulary.		recap figurative language and study line breaks. Plan their own war poem. Publish the poem
Week 6	<p>Rhyme: Twas the night before Christmas Writes own name,</p> <p>Christmas stocking - writing labels for toys e.g. hat, doll, truck, bat, dog, cat, net</p>	<p>Christmas Story Non-fiction - Historical recount</p> <p>Retell a familiar story through role-play Retell key stories, fairy stories and traditional tales and consider their particular characteristics through familiarity</p>	<p>Meerkats Non-Fiction - Non-chronological reports</p> <p>Write a non-chronological report on a Meerkat. Ask questions and find answers about another African animal. Plan a report using a 'boxed-up' grid. Planning and drafting writing. Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence.</p>		<p>Christmas truce 1914 Sainsburys advert and Christmas Day 1914 diary entry Features of a diary</p> <p>Cold write of a diary entry from the trenches. Recognise features of a diary entry VIPERS - inference about someone's feelings</p>
Week 7	<p>NATIVITY PERFORMANCES Christmas CVC words and sentences Writes own name and other things such as labels and captions.</p>	<p>Christmas Story Non-fiction - Historical recount -</p> <p>Rewrite a familiar story Write sentences by: sequencing sentences to form short narratives</p>	<p>African Animal Non-Fiction - Non-chronological reports</p> <p>Writing and editing a non-chronological African animal report. Develop positive attitudes towards and stamina for writing by: writing for different purposes</p>		<p>Christmas Truce 1914 (from Oh! What a Lovely War) and Christmas Day 1914 diary entry Fiction - diary entry</p> <p>Plan, write and edit a diary entry. Discuss the Christmas Truce. Use paragraphs correctly Use adverbials of time, place, manner</p>

Spring 1 - 6 weeks					
	FS Antarctica	Year 1 <u>Medium Term Plan</u>	Year 2 <u>Medium Term Plan</u>	Year 3 <u>Medium Term Plan</u>	Year 4 <u>Medium Term Plan</u>
Week 1	<p>Account of Christmas Holiday</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. e.g. 'I had fun. I got a ted.'</p>	<p>Non-Fiction- Selection of fiction and non-fiction texts</p> <p>To understand the difference between fiction/non-fiction</p>	<p>Non-Fiction - Chronological recount</p> <p>Christmas Recount</p> <p>Write a simple, coherent recount from our own experience</p>	<p>Kapok Tree</p> <p>Poetry - Shape Poems</p> <p>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</p>	<p>David Walliams Biography</p> <p>Non fiction - Non-chronological report - Biography</p> <p>Summarise information</p>
Week 2	<p>Book: Penguins (Non-Fiction)</p> <p>Labelling a penguin using CVC words and taught consonant digraphs</p> <p>Non-fiction writing about a penguin</p> <p>Write simple sentences which can be read by themselves and others - Write a letter to Mrs Walker</p>	<p>Herrings Green Farm Visit</p> <p>Non-fiction non-chronological report</p> <p>Selection of Usborne pet guides-Looking after pets</p> <p>Structuring and organising Pets</p> <p>Talk for writing - discussion about pets/research different pets.</p>	<p>The Ice Bear</p> <p>Fiction - character description</p> <p>Theme - Loyalty</p> <p>Making predictions based on what has been read to us so far. Discuss what has been read, drawing on key information and events.</p> <p>Create a tableau of the main characters and the scene. Character description of the raven</p>		<p>David Walliams Biography</p> <p>True story of the Troll</p> <p>Non fiction - recount of Author Visit</p> <p>Features of a biography</p> <p>Headings and subheadings</p> <p>Modify noun and noun phrases</p>

<p>Week 3</p>	<p>Book: Lost and Found Sequence story and write about favourite part of the story</p> <p>Sequence and retell a story verbally. Write simple sentences which can be read by themselves and others</p>	<p>Pet - Class book Non-fiction - non-chronological report writing/editing</p> <p>Non-Fiction – information text</p> <p>To write sentences by: saying out loud what they are going to write about</p>	<p>The Ice Bear Fiction</p> <p>Theme - Loyalty</p> <p>Making predictions based on what has been read to us so far.</p> <p>Use 'Hot Seating' to orally discuss the story. Write for a purpose, using our writing skills and building stamina.</p>	<p>Rio (film) Non-Fiction - Persuasive / Balanced Argument</p> <p>VGP Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>David Walliams Biography Biography of your class partner</p> <p>Pronouns and nouns to avoid repetition</p> <p>Planning and Drafting writing. Plan their writing by: discussing and recording ideas</p> <p>Draft, write and edit a biography</p> <p>Composition: Planning and Drafting writing</p> <p>Editing Writing 4.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p>
<p>Week 4</p>	<p>Book: Emperor's Egg Write a list of what a penguin chick needs</p> <p>Writes own name and other things such as labels</p> <p>Write a sentence about what an egg and/or a chick</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Non-Fiction - Weather forecast report (link to geography) Non-fiction - non-chronological report</p> <p>Talk for writing - watch a weather report and role play.</p> <p>Before writing use oral composition to recognise where a sentence begins and ends</p>	<p>Togo and Balto Non-Fiction Narrative Theme -Bravery and Courage</p> <p>Making predictions based on what has been read to us so far. Exploring high level vocabulary.</p> <p>Short Burst Write Who is the bravest dog? Togo or Balto</p> <p>Plan and draft a character description of Togo - Physical appearance</p> <p>Making links between different books.</p>		<p>Seizing Caesar Action Narrative</p> <p>Inferred feelings and thoughts of characters</p> <p>Add description to settings and characters</p> <p>TipTop paragraphs</p>

<p>Week 5</p>	<p>Non-Fiction: Antarctica Write speech bubbles for a penguin e.g. I can peck. What can Mumble do? Write sentences e.g. He can jump. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Weather forecast report (link to geography) Non-fiction - non-chronological - Performing Writing To read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>SATs practise papers. Togo and Balto Non-Fiction Narrative Theme -Bravery and Courage Hot Seating Togo - describe how Togo was feeling Making links between different books.</p>		<p>Seizing Caesar Action Narrative Plan and write an action narrative describing characters and settings Editing Writing 4.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p>
<p>Week 6</p>	<p>A list of what an Arctic explorer needs Ice investigation Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. CHINESE NEW YEAR Book: The Magic Paintbrush Write simple sentences which can be read by themselves and others.</p>	<p>The Gruffalo Narrative - adventure Retell a familiar story - The Gruffalo Retell and re-enact the story.</p>	<p>Togo and Balto Non-Fiction Narrative Theme -Bravery and Courage Identify the features of a letter. Compare formal and informal letters. Formal letter writing to the mayor of Nome asking for a plaque and statue to commemorate Togo. Planning and Drafting writing. Develop positive attitudes towards and stamina for writing</p>		<p>The Chocolate Cake Narrative Poetry Explore a narrative poems using all of the VIPERS Rhetorical questions Alliteration and onomatopoeia</p>
<p>Week 7</p>		<p>The Gruffalo Narrative - adventure - The Gruffalo Rewrite a familiar story VGP: To use capital letters, full stops and exclamation</p>	<p>Waiting at the Window The End AA Milne Poetry Discuss and express views about a poem.</p>	<p>DEPENDING ON WHEN HALF TERM IS, WE WILL START Spring 2 Unit</p>	<p>The Chocolate Cake Narrative Poetry Involving the reader and building suspense Plan a poem by imitating Write, edit and publish a poem</p>

		<p>marks to demarcate sentences</p> <p>Editing. To discuss what they have written with the teacher or other pupils</p>	<p>Memorise a poem for performance.</p> <p>Sort rhyming words and begin to plan your own innovated poem.</p> <p>Write our own poem in the style of AA Milne's The End.</p>		<p>Perform a poem with intonation, tone, volume and action</p>
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Spring 2 - 6 weeks					
	<p>FS</p> <p>Are we nearly there yet?</p>	<p>Year 1</p> <p><u>Medium Term Plan</u></p>	<p>Year 2</p> <p><u>Medium Term Plan</u></p>	<p>Year 3</p> <p><u>Medium Term Plan</u></p>	<p>Year 4</p> <p><u>Medium Term Plan</u></p>

<p>Week 1</p>	<p>Pancake recipe – ingredients and method Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Non-fiction - write instructions for how to make pancakes</p>	<p>Non-Fiction - dictionaries Naming the letters of the alphabet in order</p>	<p>VLAD and the Great Fire of London Fiction Theme - Journey Cold Write Show what we already know about story writing in response to a video stimulus. Use drama to retell the story. Short Burst Write Create a story map. Write a character description.</p>	<p>Stone Age Boy Adventure Fiction - Narrative Character description Dialogue play scripts - Linked to Om meeting Stone Age Boy Draft and write by: in narratives, creating settings, characters and plot.</p>	<p>Julius Cesar Characters Take notes Plan, write and edit newspaper report 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</p>
<p>Week 2</p>	<p>Book: You Can't take an elephant on a bus Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 'Do not let a ___ in a ___' 'You must not let a ___ in a ___' 'Never let a ___ in a ___' World Book Day character description</p>	<p>Animal Poems Poetry - Free verse Comparing, contrasting and commenting.</p>	<p>VLAD and the Great Fire of London Fiction Theme - Journey Identify different word types in our model text. Retell the story using the 5 finger retell. Box up the story of Vlad and TGFoL. Identify features of the model text.</p>		

<p>Week 3</p>	<p>Book: What the ladybird heard</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Draw a map of the farm and label animals (CVC words) then write a sentence - '___ is next to the ___'</p>	<p>Rumble in the Jungle Poetry - structured poems</p> <p>Appreciate rhymes and poems and recite some by heart.</p>	<p>VLAD and the Great Fire of London Fiction</p> <p>Theme - Journey</p> <p>Retell the story of Vlad and the Great Fire of London.</p>		
<p>Week 4</p>	<p>Focus: Mother's Day</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Write card insert for mothers' day 'My mum can...'</p>	<p>The Little Red Hen Narrative - Traditional Tale</p> <p>Drama and Role play with speaking and listening focus</p> <p>Pattern, text and repetition</p> <p>Rewrite a familiar story</p>	<p>VLAD and the Great Fire of London Fiction</p> <p>Theme - Journey</p> <p>Drama - BBC TGFoL</p> <p>Develop imagination and creative responses.</p>	<p>Stone Age Boy Fiction Diary entry (Recount)</p> <p>Draft and write by: in narratives, creating settings, characters and plot.</p>	
<p>Week 5</p>	<p>Text: Easter story EASTER</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Write Easter card insert.</p>	<p>The Little Red Hen Narrative - Traditional Tale</p> <p>Rewrite a familiar story</p> <p>To write sentences by: sequencing sentences to form short narratives</p>			<p>Myth of Romulus and Remus Narrative</p> <p>Draft and write by: in narratives, creating settings, characters and plot</p>

Week 6	<p>Write an account of trip to Ampthill, Post Office and King's Arms Gardens</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Easter Story Non-fiction - Historical recount -</p> <p>Rewrite a familiar story Write sentences by: sequencing sentences to form short narratives</p>			
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Summer 1 - 5 weeks					
	FS Pirates	Year 1 Medium Term Plan	Year 2 Medium Term Plan	Year 3 Medium Term Plan	Year 4 Medium Term Plan
Week 1	<p>Write an account of Easter Holiday</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Book: Pirates love underpants</p> <p>Label a pirate map e.g. mermaid, merman, chest, tree, cannon, rum, skeleton Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>The Rainbow Fish Narrative - Fantasy -</p> <p>Drama and Role play with speaking and listening focus. Become familiar with key stories/characters.</p>	<p>SATs reading practice. Easter Recount</p>	<p>Iron Man Fiction - Missing poster</p> <p>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</p>	<p>Howard Carter Advert Persuasive Letter</p> <p>Features of persuasive letter Plan, write and edit persuasive letter Editing Writing. Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p>

<p>Week 2</p>	<p>Book: Polly Parrot picks a pirate Describe a pirate and write about what it likes to do</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>The Rainbow Fish Narrative - Fantasy -</p> <p>Structuring and organising - Story Map</p> <p>Attempt to group ideas together.</p> <p>To write sentences by: sequencing sentences to form short narratives (part of the story).</p>	<p>How to Catch a Greedy Fox Wanted Poster</p> <p>Instructions - Model Text</p> <p>.Know the main features of instruction writing.</p> <p>Sequence instructions.</p>	<p>Iron Man Fiction - Narrative</p> <p>Fantasy/Adventure</p> <p>What happened next...</p>	<p>Traditional Tales/Egyptian Tale Character description</p> <p>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</p>
<p>Week 3</p>	<p>Book: The pirate next door Book: The pirates of scurvy sands</p> <p>Design and label a pirate ship</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Tiddler Narrative - Adventure</p> <p>Planning and drafting.</p> <p>To use what they know from what they have read, to predict what happens next in a text.</p> <p>Drama and Role play with speaking and listening focus. (5 finger retell).</p>	<p>How to Catch a Greedy Fox VGP focus week</p> <p>Use and identify adjectives.</p> <p>Learn to use time connectives.</p> <p>Learn to use imperative verbs.</p>		<p>Traditional tale with an Egyptian twist Narrative</p> <p>Plan, draft and edit alternative Egyptian version of a traditional tale</p> <p>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</p>

<p>Week 4</p>	<p>Book: Jasper's Beanstalk Book: Jack and the beanstalk Writing a list of resources and equipment. Writing instructions - planting seeds Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Tiddler Narrative - Adventure structuring and organising Sequence sentences to write the beginning,middle and end of a story.</p>	<p>How to Catch a Greedy Fox Box up plan/story map Write instructions - How to catch a greedy farmer.</p>	<p>Iron Man Non-Fiction - Persuasive letter (Geography Link) 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</p>	<p>Cleopatra Recount - Newspaper report on the death of Cleopatra 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</p>
<p>Week 5</p>	<p>Describe pirate story settings such as a ship and an island Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible Book: Pirates in pyjamas Book: Pajama pirates Create a pirate character and write what the character says in a speech bubble Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible..</p>	<p>Grandad's Island Narrative - Fantasy/adventure Character hot seating/using question marks. Build a vocabulary word bank of descriptive language.</p>	<p>SATS Week</p>		
<p>Week 6</p>	<p>Book: Ten little pirates Write own pirate story using created character</p>	<p>Grandad's Island Narrative - Fantasy/adventure Postcard</p>	<p>Foxes Non-Chronological Report Roald Dahl Trip</p>		<p>How to mummify a tomato Explanation Texts</p>

	Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	To use capital letters, full stops, question marks and exclamation marks to demarcate sentences Grandad's Island			Mummification of a tomato Plan, draft and edit an explanation text 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 Planning and Drafting writing. Draft and write by: organising paragraphs around a theme
Week 7					

Summer 2 - 7 weeks					
	FS Wonderful World	Year 1 Medium Term Plan	Year 2 Medium Term Plan	Year 3 Medium Term Plan	Year 4 Medium Term Plan
Week 1	Book: The Cautious Caterpillar Write an account of their half-term holiday Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	The Lighthouse Keeper's Lunch Non-fiction - writing instructions (linked to The Lighthouse keeper's Lunch) Planning and drafting.	Eric Carle Blurb for a familiar story Contexts for writing. Develop positive attitudes towards and stamina for writing by: writing for different purposes	Iron Man Free Verse Poetry	How to mummify a tomato Explanation Texts Mummification of a tomato Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
Week 2	Book: The Hungry Caterpillar Name caterpillars Create warning Posters Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	The Lighthouse Keeper's Lunch Non-fiction - writing instructions (linked to The Lighthouse keeper's Lunch) Structuring and organising. 'How to make a jam sandwich'	Eric Carle Write a story in the style of Eric Carle. Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences	Iron Man Non-Fiction - Newspaper report VGP: Using the present perfect form of verbs in contrast to the past tense	Various Shape Poems Poetry Recognise and write different types of poetry e.g. free verse, calligrams, kenning and acrostic. Composition: Planning and Drafting writing 4.2.b.1 Plan their

	<p>Write Fathers' Day inserts</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Writing Father's Day card insert</p>		<p>and those of others (real and fictional)</p>		<p>writing by: discussing and recording ideas composition:</p>
Week 3	<p>Book: Oliver's fruit salad Book: Oliver's Vegetables Book: Oliver's Milkshake</p> <p>Write a instructions for how to make a fruit salad</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Book: The Healthy Wolf Write about how to stay healthy, create healthy eating posters</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Commotion in the Ocean Poetry - structured poems</p> <p>Appreciate rhymes and poems and recite some by heart.</p>	<p>Eric Carle Descriptive setting</p> <p>Develop positive attitudes towards and stamina for writing by: writing for different purposes</p>		
Week 4	<p>Book: Mad about minibeasts Book: Twist and Hop minibeast bop Book: Spindella Book: Aaaarrgghh! Spider!</p>	<p>Commotion in the Ocean Poetry – rhyming</p> <p>To create rhyming strings using their phonic knowledge</p>	<p>Wind in the Willows Descriptive Setting</p> <p>Use the senses, adjectives,</p>	<p>LINK TO SCIENCE UNIT ON LIGHT Non- Chronological Report</p> <p>Writing - composition: Planning and Drafting writing NAHT KPI 3.2.b.5 Draft and write by: in</p>	<p>The Twits Narrative</p> <p>Invent a new character.</p>

	<p>Book: The bad tempered ladybird</p> <p>Observational drawings of minibeast with notes made in situ</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>to write a range of rhyming words.</p>	<p>adverbs, noun phrases and alliteration to write a narrative description of a river setting.</p>	<p>non-narrative material, using simple organisational devices: e.g. headings and subheadings</p>	<p>Describe setting of the Twits house, Advert using persuasive language to sell the Twits house</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure,</p> <p>Draft and write by: organising paragraphs around a theme</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p>
<p>Week 5</p>	<p>Book: Farmyard Hullabaloo Book: cock-a-doodle-poo! Book: Oi Frog! series</p> <p>Draw an animal and write a riddle to tell to a friend</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>The Shark in the Dark Narrative - Fantasy -</p> <p>Drama and Role play with speaking and listening focus.</p> <p>Become familiar with key stories/characters.</p>	<p>Wind in the Willows Playscript</p> <p>Develop positive attitudes towards and stamina for writing by: writing for different purposes</p>		
<p>Week 6</p>	<p>Book: Owl and Owlets (non-fiction) Book: Owl Babies Book: The Owl who was afraid of the dark</p> <p>Write owl facts.</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>The Shark in the Dark Narrative - Fantasy</p> <p>Structuring and organising - Story Map</p> <p>Attempt to group ideas together.</p> <p>To write sentences by: sequencing sentences to form short narratives.</p>	<p>Wind in the Willows Class debate</p> <p>Performing Writing. Read aloud what they have written with appropriate intonation to make the meaning clear</p>		<p>The Twits Instructions</p> <p>Missing chapter for the Twits</p> <p>Narrative Play scripts – based on missing chapter</p> <p>Model texts of play scripts – features of play scripts</p> <p>Write missing chapter</p> <p>Plan, draft and edit play script</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to</p>

<p>Week 7</p>	<p>FARM TRIP</p> <p>Write a recount of the trip to the farm.</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Non - chronological report -</p> <p>Letter to our new teacher</p> <p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Wind in the Willows</p> <p>Drama and role play</p> <p>Performing Writing. Read aloud what they have written with appropriate intonation to make the meaning clear</p>		<p>understand and learn from its structure,</p> <p>Draft and write by: organising paragraphs around a theme</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p>
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