



SGSM Whole School Writing Medium Term Plan



	Year 1
Autumn	<p>Composition</p> <ul style="list-style-type: none">• Saying out loud what they are going to write about• Discuss what they have written with the teacher or other pupils <p>Sentence Structure</p> <ul style="list-style-type: none">• How words can combine to make sentences. <p>Punctuation</p> <ul style="list-style-type: none">• Separation of words with spaces• Capital letters for names and for the personal pronoun I
Spring	<p>Composition</p> <ul style="list-style-type: none">• Composing a sentence orally before writing it• Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Sentence Structure</p> <ul style="list-style-type: none">• Joining words and joining clauses using and. <p>Punctuation</p> <ul style="list-style-type: none">• Introduction to capital letters and full stops to demarcate sentences
Summer	<p>Composition</p> <ul style="list-style-type: none">• Re-reading what they have written to check that it makes sense• Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Text Structure</p> <ul style="list-style-type: none">• Sequencing sentences to form short narratives. <p>Punctuation</p> <ul style="list-style-type: none">• Introduction of question marks and exclamation marks to demarcate sentences

Year 2	
Autumn	<p>Composition</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Proof -reading to check for errors in spelling, grammar and punctuation (e.g. ends a sentence punctuated correctly) <p>Sentence Structure</p> <ul style="list-style-type: none"> • Expanded noun phrases for description and specification (eg. the blue butterfly, plain flour, the man on the moon) <p>Punctuation</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
Spring	<p>Composition</p> <ul style="list-style-type: none"> • Writing down ideas and/or key words, including new vocabulary • Evaluating their writing with the teachers and other pupils • Read aloud what they have written with appropriate intonation to make the meaning clear. <p>Sentence Structure</p> <ul style="list-style-type: none"> • How the grammatical patterns in a sentence indicates if function as a statement, question, exclamation or command. <p>Text Structure</p> <ul style="list-style-type: none"> • Use of progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting). <p>Punctuation</p> <ul style="list-style-type: none"> • Commas to separate items in list

Summer

Composition

- Encapsulating what they want to say, sentence by sentence.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Sentence Structure

- Subordination (using when, if, that, because) and co-ordination using or, and but)

Text Structure

- Correct choice and consistent use of present tense and past tense throughout writing.

Punctuation

- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (eg the girl's name)

	Year 3
Autumn	<p>Composition</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Proof-read for spelling and punctuation errors <p>Sentence Structure</p> <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions (e.g when, before, after, while, so, because) <p>Text Structure</p> <ul style="list-style-type: none"> • Headings and sub-headings to aid presentation • Organise paragraphs around a theme. In non-narrative material, using simple organisational devices (e.g. headings and sub-headings) <p>Punctuation</p> <ul style="list-style-type: none"> • Continue to learn how to use familiar punctuation e.g. full stops, capital letters, exclamation marks, question marks, to demarcate sentences. • Use commas for lists.

Spring	<p>Composition</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Assessing the effectiveness of their own and others' writing and suggesting improvement • Proposing changes to grammar and vocabulary to improve consistency <p>Sentence Structure</p> <ul style="list-style-type: none"> • Expressing time, place and cause using adverbs (e.g. then, next, soon, therefore) <p>Text Structure</p> <ul style="list-style-type: none"> • Use of present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) <p>Punctuation</p> <ul style="list-style-type: none"> • Use apostrophes for contracted form. • Introduction to inverted commas to punctuate direct speech.
Summer	<p>Composition</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Sentence Structure</p> <ul style="list-style-type: none"> • Expressing time, place and cause using prepositions (e.g. before, after, during, in, because, of) <p>Text Structure</p> <ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material. • Organise paragraphs around a theme. In narratives, creating settings, characters and plot. <p>Punctuation</p> <ul style="list-style-type: none"> • Use apostrophes for the possessive - singular.

	Year 4
Autumn	<p>Composition</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Proof-read for spelling and punctuation errors <p>Sentence Structure</p> <ul style="list-style-type: none"> • Fronted adverbials (e.g. Later that day, I heard the bad news) <p>Text Structure</p> <ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. <p>Punctuation</p> <ul style="list-style-type: none"> • Use of commas after fronted adverbials. • Use of the inverted comma and other punctuation to indicate direct speech (e.g a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, " Sit down!"

Spring	<p>Composition</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Assessing the effectiveness of their own and others' writing and suggesting improvement • Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences. <p>Sentence Structure</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) <p>Text Structure</p> <ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Organise paragraphs around a theme. In non-narrative material, using simple organisational devices (e.g. headings and sub-headings)
Summer	<p>Composition</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Sentence Structure</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although <p>Text Structure</p> <ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Organise paragraphs around a theme. In narratives, creating settings, characters and plot <p>Punctuation</p> <ul style="list-style-type: none"> • Apostrophes to mark plural possession (e.g. the girl's name, the girls' names).

Year 5	
Autumn	<p>Composition</p> <ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary. • Proof-read for spelling and punctuation errors • Proposing changes to grammar and vocabulary to enhance effects and clarify meaning <p>Sentence Structure</p> <ul style="list-style-type: none"> • Using the perfect form of verbs to mark relationships of time and cause. (E.g. I have known my best friend since we met in Y1) • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p>Text Structure</p> <ul style="list-style-type: none"> • Devices to build cohesion within a paragraph (e.g. then, after that, after this, firstly). • Using a wide range of devices to build cohesion within and across paragraphs
Spring	<p>Composition</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Assessing the effectiveness of their own and others' writing <p>Sentence Structure</p> <ul style="list-style-type: none"> • Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). <p>Text Structure</p> <ul style="list-style-type: none"> • Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before). • Ensuring the consistent and correct use of tense through a piece of writing. <p>Punctuation</p> <ul style="list-style-type: none"> • Use of commas to clarify meaning or avoid ambiguity.

Summer

Composition

- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Sentence Structure

- Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.

Text Structure

- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Using further organisational and presentational devices to structure text and to guide the reader (eg. headings, bullet points, underlining)
- Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register.

Punctuation

- Brackets, dashes or commas to indicate parenthesis.

Year 6

Autumn

Composition

- Noting and developing initial ideas, drawing on reading and research where necessary.
- Proof-read for spelling and punctuation errors
- Proposing changes to grammar and vocabulary to enhance effects and clarify meaning

Sentence Structure

- Using expanded noun phrases to convey complicated information concisely.

Text Structure

- Linking ideas across paragraphs using a wider range of cohesive devices: Repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence and ellipsis).
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Punctuation

- How hyphens can be used to avoid ambiguity (e.g. man-eating shark versus man eating shark, or re-cover versus recover).

Spring

Composition

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Assessing the effectiveness of their own and others' writing

Sentence Structure

- The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: He's your friend, isn't he? Or the use of subjunctive form such as: If I were you or Were they to come In some very formal writing and speech.

Text Structure

- Using further organisational and presentational devices to structure text and to guide the reader (eg. headings, bullet points, underlining)
- Layout devices (e.g. headings, sub-headings, columns, bullets, tables to structure text.
- Ensuring the consistent and correct use of tense through a piece of writing.

Punctuation

- Use of colon to introduce a list and use of semi colon within lists
- Punctuation of bullet points to list information

Summer

Composition

- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Sentence Structure

- Use of passive to affect the presentation of information in a sentence (e.g. active: I broke the window in the greenhouse. Passive: The window in the greenhouse was broken by me).

Text Structure

- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register.

Punctuation

- Use of semi-colon, colon or dash to mark the boundary between independent clauses (e.g. it's raining; I'm fed up).