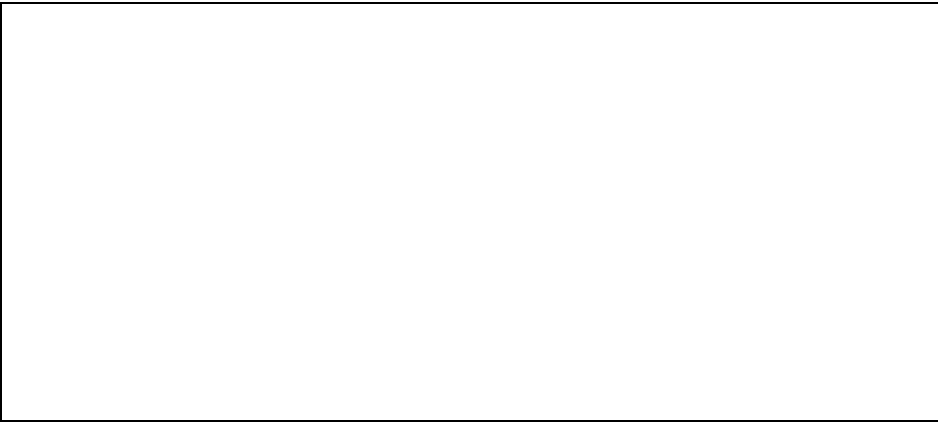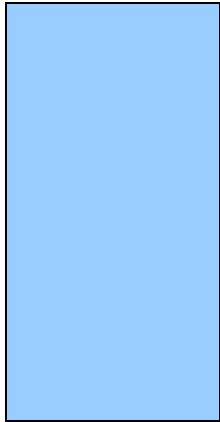# English: Writing - Medium Term Plan
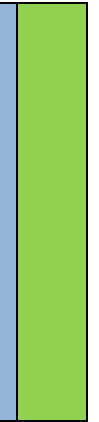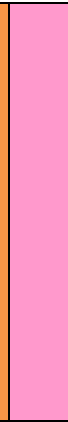
	Autumn		Spring		Summer	
Term:	**1**	**2**	**3**	**4**	**5**	**6**

Year 1	Learning objective	Success Criteria					Coverage					
Transcription Spelling	Pupils should be taught to: Spell: • Words containing each of the 40+ phonemes already taught	• I can hear syllables in words e.g. pocket, rabbit, carrot, thunder, sunset (Yr1) • I can sound and name each letter of the alphabet (Yr1) • I can sound and name each phoneme (Yr1) • I can say words and break them into sounds (Yr1) • I can choose the grapheme to match the sound (Yr1) • I can write simple regular words (Yr1) • I can spell words with f, l, s, z, and K e.g. off, well, miss, buzz, back (see exception words) (Yr1) • I can spell words which end in nk e.g. bank, think, honk, sunk (Yr1) • I can spell words with tch in e.g. catch, fetch, kitchen, notch, hutch(See exception words) (Yr1) • I can spell the v sound at the end of words e.g. have, live, give (Yr1) • I know words that end with the v sound end in an e. e.g. have, live, give (Yr1) • I can spell words with the K sound e.g. Kent, sketch, kit, skin, frisky (Yr1) • I can spell compound words e.g. football, playground, farmyard, bedroom, blackberry (Yr1)											

The	A	Do	To	House	Our
Today	Of	Said	Says	Pull	Full
Are	Were	Was	Is	Put	Push
Has	I	You	Your	Friend	School
They	Be	He	Me	Once	Ask
She	We	No	Go	Some	One
So	By	My	Here	Love	Come
There	Where				

• Common exception words
• if, us, bus, yes (yr1)
• rich, which, much, such (Yr1)

	Learning objective	Success Criteria
	• The days of the week	• I can spell the days of the week (Yr 1)
	Name the letters of the alphabet: • Naming the letters of the alphabet in order	• I can name the letters of the alphabet (Yr1)
	• Using letter names to distinguish between alternative spellings of the same sound	• I can use letter names when spelling. (Y1) • I can read back words that I have spelt using letters names. (Y1)
	Add prefixes and suffixes: • Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	• I can use the spelling rule for adding s as a plural marker for nouns (eg. cats, dogs, rocks). (Y1) • I can use the spelling rule for adding s as a third person singular marker for verbs (eg. Sam jumps on the path). (Y1) • I know that if the end of the word sounds like s or z it is spelt as s. (Y1) • I can use the spelling rule for adding es as a plural marker for nouns (eg. classes, brushes, dishes, branches). (Y1) • I can use the spelling rule for adding es as a third person singular marker for verbs (eg. Sam catches the beanbag.). (Y1) • I know that if the end of the word sounds like iz it is spelt as es. (eg. catches) (Y1)
	• Using –ing, -ed, -er, and –est where no change is needed in the spelling of root words (eg. helping, helped, helper, eating, quicker, quickest)	• I can use ing in verbs where no change is needed in the spelling of the root word (eg. helping, hunting, jumping, buzzing). (Y1) • I can use er in verbs where no change is needed in the spelling of the root word (eg. helper, hunter, jumper, buzzer). (Y1)

		• I know that adding ing and er to the end of a verb adds an extra syllable to the word. (Y1) • I can use ed to a verb where no change is needed in the spelling of the root word (eg. helped, hunted, jumped, buzzed). (Y1) • I know that adding ed to the end of a verb sometimes adds an extra syllable to the word. (Y1) • I can use ed in verbs where no change is needed in the spelling of the root word (eg. helped, hunted, jumped, buzzed). (Y1) • I can add er and est to adjectives that end in two consonant letters where no change is needed to the root word. (eg. grander, grandest, fresher, freshest, quicker and quickest). (Y1)						
	• Using the prefix un-	• I can add the prefix un to the beginning of a word without any change to the spelling of the root word. (eg: unhappy, undo, unload, unfair, unlock)(Y1)						
	• Apply simple spelling rules and guidelines, as listed in appendix 1	• I can spell most words in a phonically plausible way using simple spelling rules from Letters and Sounds phase 2. (Y1) • I can spell most words in a phonically plausible way using simple spelling rules from Letters and Sounds phase 3. (Y1) • I can spell most words in a phonically plausible way using simple spelling rules from Letters and Sounds phase 3. (Y1) • I can spell most words in a phonically plausible way that includes: phase 4 adjacent consonants. (Y1) • I can spell most words in a phonically plausible way using simple spelling rules from Letters and Sounds phase 5. (Y1) • I can correct misspellings of words that I have been taught to spell. (Y1) • I know that compound words are two words joined together (eg. football, playground, bedroom, farmyard, blackberry). (Y1) • I know that each part of the longer word is spelt as it would be if it were on its own. (Y1)						
	• Write from memory simple sentences dictated by the teacher that include words taught so far.	• I can write from memory simple sentences dictated by the teacher that include the GPCs taught so far from phase 2. (Y1) • I can write from memory simple sentences dictated by the teacher that include the GPCs taught so far from phase 3. (Y1) • I can write from memory simple sentences dictated by the teacher that include phase 4 adjacent consonants. (Y1) • I can write from memory simple sentences dictated by the teacher that include the GPCs taught so far from phase 5. (Y1) • I can write from memory simple sentences dictated by the teacher that include common exception words (see table above and any tricky words listed in Letters and Sounds • I can apply and practise my spelling in dictated sentences. (Y1)						
Handwriting	Pupils should be taught to: • Sit correctly at the table, holding a pencil comfortably and correctly	• I can sit at a table correctly (Y1) • I can hold a pencil comfortably and correctly (Y1)						
	• Begin to form lower case letters in the correct direction, starting and finishing in the right place	• I can form the following letters correctly: c, a, o, d, g, q, s, f, e (Y1) • I can form the following letters correctly: r, n, m, h, b, p, k (Y1) • I can form the following letters correctly: l, i, t, j, u (Y1) • I can form the following letters correctly: v, w, x, z (Y1)						
	• Form capital letters	• I can form the following capital letters correctly: C, A, O, D, G, Q, S, F, E (Y1) • I can form the following letters correctly: R, N, M, H, B, P, K (Y1) • I can form the following letters correctly: L, I, T, J, U (Y1) • I can form the following letters correctly: V, W, X, Z (Y1)						
	• Form digits 0-9 • Understand which letters belong to which handwriting 'families' and practice these	• I can form the digits 0 to 4 correctly (Y1) • I can form the digits 5 to 9 correctly (Y1) • I can form 1, 4, 5, 7 correctly (Y1) • I can form 0, 2, 3, 6, 8, 9 correctly (Y1) • I recognise and can practise the following letter families: c, a, o, d, g, q, s, f, e (Y1) • I recognise and practise the following letter families: r, n, m, h, b, p, k (Y1) • I recognise and practise the following letter families: l, i, t, j, u (Y1)						

Category	Pupils should be taught to	Statements						
		• I recognise and practise the following letter families: v, w, x, z (Y1)						
Composition	Pupils should be taught to: Write sentences by; • Saying aloud what they are going to write about	• I can tell someone what I am going to write about (Y1)						
	• Composing a sentence orally before writing it	• I can compose a sentence orally (Y1) • I can count the words in my sentence (Y1) • I can repeat my sentence to show it is in my memory (Y1)						
	• Sequencing sentences to form short narratives	• I can write several sentences to tell a story (Y1) • I can write a story in chronological order (Y1) • I can add detail to my narrative (Y1) • I can write a story with a beginning, a middle and an ending. (Y1)						
	• Re reading what they have written to check that it makes sense	• I can read what I have written to check it makes sense (Y1) • I can use my knowledge of common exception words to read. (Y1) • I can check what I have written makes sense as I read. (Y1) • I can alter my sentence orally so that it makes sense. (Y1) • I can rewrite my sentence so that it makes sense (Y1)						
	• Discuss what they have written with the teacher or other pupils	• I can tell someone else about my writing (Y1) • I can talk about why I have written about a subject (Y1) • I can comment on the key features of my writing. (Y1) • I can summarise characters and events in the correct order. (Y1) • I can answer questions about what I have written. (Y1) • I can take turns and listen and respond to what others say. (Y1)						
	• Read aloud their writing clearly enough to be heard by the teacher and their peers	• I can read what I have written to my class in a loud voice (Y1) • I can read fluently and with accuracy. (Y1) • I can read audibly and clearly. (Y1)						
Vocabulary, grammar and punctuation	Pupils should be taught to: Develop their understanding of the concepts set out in appendix 2 by; • Leaving spaces between words	• I can leave spaces between words (Y1)						
	• Joining words and joining sentences using 'and'	• I can join words in a list using 'and' (Y1) • I can join two ideas together using 'and' (Y1)						
	• Sequencing sentences to form short narratives	• I can put sentences together to write a story (Y1) • I can use capital letters and full stops in a number of sentences (Y1)						
	• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	• I can recognise a capital letter in a sentence (Y1) • I am beginning to use a capital letter at the beginning of a sentence. (Y1) • I can recognise a full stop in my writing (y1) • I am beginning to use a full stop at the end of a sentence. (Y1) • I can recognise a question mark in writing (Y1) • I can recognise a exclamation mark in my writing (Y1) • I am beginning to use a question mark or exclamation mark at the end of some sentences. (Y1) • I can use a capital letter and full stop in several sentences (Y1)						
	• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• I can use a capital letter for the names of people and places. (Y1) • I can use a capital letter for the days of the week. (Y1) • I can use a capital letter when I write the word 'I' (Y1)						
	• Learning the grammar for Y1	• I can use standard English when talking about my work (Y1) • I can use –s and –es on the end of words to make them plural. (Y1) • I can use the suffixes –ing, -ed, -er to change a regular verb (Y1) • I can use un- at the beginning of words to change what the word means. (Y1) • I know that using the prefix –un changes a word to its opposite (Y1)						
	• Use the grammatical terminology in appendix 2 in discussing their writing	• I know what a letter is (Y1) • I know what a capital letter is (Y1)						

- I know what a word is (Y1)
- I know what singular means (Y1)
- I know what plural means (Y1)
- I know what a sentence is (Y1)
- I know what the word punctuation means (Y1)
- I know what a full stop is (Y1)
- I know what a question mark is (Y1)
- I know what an exclamation mark is (Y1)
- I can use the word 'sentence' when talking about my writing. (Y1)
- I can use the terms 'capital letter', 'punctuation',' full, stop', 'question mark' and 'exclamation mark' when talking about my writing. (Y1)

English: Writing - Medium Term Plan

	Autumn		Spring		Summer	
Term:	1	2	3	4	5	6

Year 2	Learning objective	Success Criteria	Coverage					
Transcription Spelling	Pupils should be taught to: spell by; • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	• I can break words into phonemes before I write (Y2) • I can choose the grapheme to match the sound (Y2) • I can use my phonic knowledge to help me spell words (Y2) • I can check if my spelling looks right (Y2)						
	• learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	• I know that some phonemes have different spellings (Y2) • I can choose the correct spelling for a phoneme (Y2) • I can spell common homophones e.g. there, their, they're, here, hear, , see, sea, bear, bare, sun, son, to, too, two, be, bee, blue, blew, night, knight (Y2)						
	• learning to spell common exception words	• I can spell tricky words (see spelling – work for year 2 Appendix 1) (Y2)						
	• learning to spell more words with contracted forms	• I can use an apostrophe to show missing letters e.g can't didn't hasn't couldn't it's I'll (Y2)						
	• learning the possessive apostrophe (singular) e.g. girl's book	• I can use an apostrophe to show possession e.g. Megan's, Ravi's, The girl's, The child's, the man's (Y2)						
	• distinguishing between homophones and near-homophones	• I can tell the difference between a homophone and a near homophone e.g. quite, quiet, one, won (Y2)						
	Pupils should be taught to: • add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly	• I know what a suffix is (Y2) • I know the rules for spelling words with a suffix (Y2) • I can add the suffix – ment to spell longer words (Y2) • I can add the suffix – ness to spell longer words (Y2) • I can add the suffix – ful to spell longer words (Y2) • I can add the suffix – less to spell longer words (Y2) • I can add the suffix –ly to spell longer words (Y2)						
	• apply spelling rules and guidelines, as listed in Appendix 1	• I can spell words with –dge at the end e.g badge, edge, fudge, bridge, dodge (Y2) • I can spell words with –ge at the end e.g. age, huge, change, charge, bulge, village (Y2) • I know that this sound is sometimes spelt as g e.g. magic, giant, giraffe, energy (Y2) • I know that this sound is always spelt as a J before a, o, u e.g. jacket, jar, jog, join, adjust (Y2) • I know that the S sound is spelt C before e, I and y e.g. race, ice, cell, city, fancy (Y2) • I know that the N sound is spelt kn and gn at the beginning of words e.g. knock, know, knee, gnat, gnaw • I know that the R sound is spelt wr at the beginning of words e.g. wrap, wrong, write, written, wrote (Y2) • I know that the L or el sound is spelt –le at the end of words e.g. table, apple, bottle, little, middle (Y2) • I know that the l and el sound is spelt el after m, n, r, s, v, w at the end of words e.g. camel, tunnel, squirrel, travel, towel, tinsel (Y2) • I know that the L or el sound is spelt al at the end of words e.g. metal, pedal, capital, hospital, animal. (Y2) • I can spell some words that end in il e.g. pencil, fossil, nostril (Y2) • I know that the ai sound can be spelt Y at the end of a word e.g. cry, fly, dry, try, rely, July (Y2) • I know that Y becomes i before adding –es (Y2)						
	• Adding ing, ed, er, est, and y to words of one syllable ending in a single consonant letter after a single vowel letter	• I can add ing, ed, est, er and Y to words e.g. patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fetter, fattest, runner, runny (Y2) • I know that the letter X is never doubled (Y2)						
	• The 'au' : sound spelt a before l and ll	• I can spell the sound au, before l and ll e.g. all, ball, call, walk, talk, always (Y2)						
	• The 'u' sound spelt o'	• I can spell words that contain the 'u' sound spelt o' other, Mother, brother, nothing, Monday. (Y2)						
	• The 'ee' sound spelt ey	• I can spell words that contain ey' key, donkey, monkey, chimney, valley. (Y2)						
	• The 'o' sound spelt 'a' after w and qu	• I can spell words that contain the o sound after w and qu' want, watch, wander, quantity, squash. (Y2)						
	• The 'er' sound spelt 'or' after w	• I can spell words that contain or after w' word, work, worm, world, worth (Y2)						
	• The 'or': sound spelt 'ar' after w	• I can spell words with the sound spelt ar after w' war, towards, warm (Y2)						
	• The 'z' sound spelt as 's' (see glossary)	• I can write words that contain the z sound written as an 's' television, treasure, usual						
	• write from memory simple sentences dictated by the teacher that	• 'I can write dictated sentences using common exception words' (Y2)						

		include words and punctuation taught so far.	o door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, I, could, should would, who, whole, any, many, clothes, busy, people, water, again, path, money, Mr, Mrs, parents, Christmas and or other according to programme used. (Y2)						
Handwriting	Pupils should be taught to: • form lower-case letters of the correct size relative to one another		• I can control the size of my lower-case letters and keep this consistent across a piece of work (Y2) • I can make my tall letters tall – ascenders b, d, f, h, k, l, t (Y2) • I can make my swing letters fall below the line – descenders f, g, j, p, q, y (Y2)						
	• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined		• I can form diagonal joins between letters (Y2) • I can form horizontal joins between letters (Y2) • I know that capital letters do not join (Y2) • I know that some lower case letters are best left unjoined (Y2)						
	• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters		• I can control the size of my upper-case letters and keep this consistent across a piece of work (Y2) • I can control the size of any numbers I write (Y2) • I make sure my letters and numbers are the right way round (Y2)						
	• use spacing between words that reflects the size of the letters.		• I can control the spacing between my words and make it fit with the size of my writing (Y2)						
Composition	Pupils should be taught to: develop positive attitudes towards and stamina for writing by; • writing narratives about personal experiences and those of others (real and fictional)		• I can write about personal experiences (real and fictional). (Y2) • I can write about the experiences of others (real and fictional). (Y2) • I can write for an extended length of time. (Y2)						
	• writing about real events		• I can write about real events. (Y2) • I can recount a visit / experience with appropriate detail (Y2)						
	• writing poetry		• I can write simple poetry. (Y2) • I can choose rhyming words when writing (Y2) • I can write free verse (Y2)						
	• writing for different purposes		• I can write for different purposes including narrative and non- narrative. (Y2)						
	consider what they are going to write before beginning by:; • planning or saying out loud what they are going to write about		• I can plan a text before I write. (Y2) • I can use 'boxing up' to plan my writing (Y2) • I can talk about what I am going to include in my writing. (Y2)						
	• writing down ideas and/or key words, including new vocabulary		• I can write down my ideas. (Y2) • I can write key words, including new vocabulary. (Y2) • I can use new/ technical vocabulary in my writing (Y2)						
	• encapsulating what they want to say, sentence by sentence		• I can compose an individual sentence orally. (Y2) • I can use a subordinating connective (when, if, that, because). (Y2) • I can use a co-ordinating connective (or, and, but). (Y2) • I can punctuate each sentence with a CL and a FS (Y2) • I can check my sentences make sense. (Y2) • I can compose a sequence of sentences orally. (Y2)						
	make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils		• I can reread my writing to check it makes sense. (Y2) • I can reread my writing to check for errors in spelling. (Y2) • I can reread my writing to check for errors in punctuation. (Y2) • I can improve my work in response to a marking comment (Y2) • I can add words/ phrases to improve my writing. (Y2) • I can evaluate my own work. (Y2) • I can discuss my work with others. (Y2)						
	• 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		• I can reread my writing to check it makes sense. (Y2) • I can reread my writing to check the tense is correct all the way through (Y2) • I can use verbs in the continuous form (progressive). - Progressive form (past tense) of verbs e.g. John *was making* a model aeroplane. (Y2) - Progressive form (present tense) of verbs e.g. Jenny is baking a cake (Y2)						
	• proof -reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly		• I can reread my writing to check my spellings are phonetically plausible. (Y2) • I can reread my writing to check my spelling of Year 2 words. (Y2) • I can reread to check for correct use of grammar: (Y2) - Present tense - Past tense - Progressive form (past tense) of verbs e.g. Amanda *was making* a patchwork quilt.						

			- Progressive form (present tense) of verbs e.g. Amanda **is making** a patchwork quilt. • I can reread to check for punctuation: (Y2) • Capital letters • Full stops • Question marks • Exclamation Marks • Commas in lists • The possessive apostrophe • I can correct my errors. (Y2)						
	• read aloud what they have written with appropriate intonation to make the meaning clear.	• I can read my writing aloud using punctuation. (Y2) • I can read with intonation. (Y2) • I can read my writing with expression. (Y2)						
Vocabulary, grammar and punctuation	Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 by; • learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	• I can use capital letters at the start of a sentence (Y2) • I can use full stops at the end of a sentence (Y2) • I can use question marks in my work (Y2) • I can use exclamation marks in my work (Y2) • I can recognise commas in a list (Y2) • I am beginning to use commas in a list in my work(Y2) • I can recognise apostrophes which take the place of missing letters (Y2) • I am beginning to use apostrophes which take the place of missing letters in my work (Y2) • I can recognise apostrophes that show who or what something belongs to (Y2) • I am beginning to use apostrophes that show who or what something belongs to in my writing (Y2)						
	learn how to use; • sentences with different forms: statement, question, exclamation, command	• I can identify a statement (Y2) • I can write a statement (Y2) • I can identify a question (Y2) • I can write a question (Y2) • I can identify an exclamation (Y2) • I can write an exclamation (Y2) • I can identify a command (Y2) • I can write a command (Y2)						
	• expanded noun phrases to describe and specify, e.g. the blue butterfly	• I can use an adjective to describe a noun (Y2) • I can use a noun phrase to specify something – plain flour (Y2)						
	• the present and past tenses correctly and consistently including the progressive form	• I can choose to use the present tense or the past tense in my writing. (Yr 2) • I can use the same tense throughout a piece of writing. (Yr 2) • I can use the present tense in the progressive form (eg she is drumming). (Yr 2) • I can use the past tense in the progressive form (eg he was shouting). (Yr 2)						
	• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	• I can use words such as "when", "if", "that", "because" in my writing. (Yr 2) • I can use "or", "and", "but" in my writing. (Yr 2)						
	• learning the grammar - year 2	• I can use suffixes, such as –ness and –er, -ment to make nouns. (Yr 2) • I can make compound words. • I can suffixes such as –ful, -less to make adjectives (Yr 2) • I can use suffixes such as –er, -est, -ly to make adverbs. (Yr 2)						
	• using some features of written Standard English	• I can use Standard English when I write. (Yr 2)						
	• use and understand the grammatical terminology in Appendix 2 in discussing their writing.	• I can use "compound", "adjective", "verb" when I talk about my writing. (Yr 2) • I can use "suffix", "past tense", "present tense" when I talk about my writing. (Yr 2) • I can use "noun", "noun phrase" when I talk about my writing. (Yr 2) • I can use "statement", "question", "exclamation", "command" when I talk about my writing. (Yr 2) • I can use "apostrophe", "comma" when I talk about my writing. (Yr 2)						

English: Writing - Medium Term Plan

Southcoates Primary Academy

	Autumn		Spring		Summer	
Term:	1	2	3	4	5	6

Year 3	Learning objective	Success Criteria	Coverage
Transcription Spelling	Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (Appendix 1)	• I can use and understand the relevant spelling rules for suffixes beginning with vowel letters. (Y3) **Double consonant / Single consonant** • Forgetting / • gardening • Forgotten / • Gardener • Beginning / • Limiting • Beginner / • Limited • Preferred / • Limitation • I can add prefixes to root words and understand how they change the meaning (Y3) • I can add In-, dis-, mis-, un- to a word to mean the negative e.g. disappoint, misbehave, inactive, unable. • I know that if a root word begins with "l" in is replaced by il. e.g. illegal, illegible. (Y3) • I know that if a root word starts with m or p, in- is replaced by im- e.g. immature, impossible, and impatient. (Y3) • I know that if a root word starts with "r" in- is replaced by ir- e.g. irregular, irrelevant. (Y3) • I can add the prefix re-to mean again or back. E.g. redo, refresh, return. (Y3) • I can add the prefix anti- to mean against. E,g antiseptic, anti-clockwise, antisocial. (Y3) • I can add the suffix-ly to an adjective to form an adverb. E.g. sadly, completely, usually (usual +ly) finally (final + ly) (Y3) • I know that there are exceptions to the rule when words end in –y, -le, -ic. e.g. angrily, happily, gently, simply, basically, frantically, truly. (Y3)	
	• spell further homophones	• I can spell homophones. E.g. brake/break, fair/fare, hear/here. (Y3)	
	• spell words that are often misspelt (Appendix 1)	• I can spell words that are often misspelt. See Appendix 1.	
	• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	• I am beginning to understand how to use a possessive apostrophe with plural words. E.g. girls' boys' babies' children's men's. (Y3)	
	• use the first two or three letters of a word to check its spelling in a dictionary	• I know how to use the first 2 -3 letters in a word to find words in a dictionary. (Y3)	
	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Y3)	
Handwriting	Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	• I can use the correct strokes to join my letters. (Y3) • I know which letters are best left unjoined. (Y3)	
	• increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	• I can produce handwriting that can be easily read by others. (Y3) • I can make my ascenders and descenders consistent. (Y3) • I can transfer these skills throughout all of my written work. (Y3)	
Composition	Pupils should be taught to: 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	• I can talk about the features of specific texts eg fiction; *poetry; plays; reference books; fairy stories; myths and legends and play scripts.*(3) • I can talk about the different words I would use in *specific texts*(3) • I can talk about how I would use punctuation and grammar in *specific texts.*(3)	
	• discussing and recording ideas	• I can talk about my ideas with my partner/group and my teacher (3) • I can record my ideas in different ways e.g. *story plan; mountain; flow diagram; spider graph etc (3)*	

	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 (See Appendix 2)	• I can plan and practise sentences by saying them out loud (3) • I can improve my sentences by adding different types of wow words e.g. *conjunctions; adverbs; prepositions.* (3) • I can improve my sentences by adding appropriate punctuation (3) • I can improve my sentences by adding clauses and subordinate clauses. (3) • I can re-read my sentences to check they make sense (3)						
	• organising paragraphs around a theme	• I can record non fiction information into subject areas (3) • I can use headings and sub headings to correctly organise information (3) • I can use paragraphs to show clear sections of my story. (3) • I can use paragraphs to move my story on (3)						
	• in narratives, creating settings, characters and plot	• I can create and write about a descriptive setting (3) • I can create, describe and write about a character (3) • I can create and write a narrative plot (3)						
	• in non-narrative material, using simple organisational devices such as headings and sub-headings	• I can draft and write using organisational devices such as headings and sub-headings (3)						
	evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements	• I can evaluate the effectiveness of others writing (3) • I can suggest improvements to other children's writing (3)						
	• proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences	• I can identify how to improve a sentence by using pronouns accurately (3) • I can identify how to improve a sentence by changing the vocabulary (3)						
	• proof-read for spelling and punctuation errors	• I can proof read for spelling year 3 high frequency words (3) • I can proof read for punctuation errors such as question marks, exclamation marks and speech marks (3)						
	• 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.	• I can read aloud my own writing (3) • I can read aloud my own writing to a group using appropriate volume (3)						
Vocabulary, grammar and punctuation	Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although	• I know and can use the term conjunction. (Y3) • I can write a sentence with two clauses joined by a conjunction. (Y3) • I can use a subordinating conjunction (**when, if, because, although**). (Y3) • I can use a preposition conjunction (**before, since, after**). (Y3)						
	• using the perfect form of verbs in contrast to the past tense	• I can use the simple past tense. (She **went** out to play/I **ate** my lunch) (Y3) • I can use perfect form of a verb using has or had (She **has** gone out to play/I **had** eaten lunch when you came) (Y3)						
	• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	• I can choose when to use a noun or a pronoun so that my meaning is clear. (Y3) • I can substitute pronouns for nouns and vice versa. (Y3) • I can form nouns using a range of prefixes (**super-, anti-, auto-)** (Y3)						
	• using conjunctions, adverbs and prepositions to express time and cause	• I can know and use the term conjunction (**when, before, after, while, so, because)** (Y3) • I can know and use the term adverb (**then, next, soon, therefore**) (Y3) • I can know and use the term preposition (**before, after, during, in, because of**) (Y3)						
	• using fronted adverbials	• I can recognise a fronted adverbial (**Later that day, I heard the bad news**) (Y3)						
	• learning the grammar for year 3 and 4 in Appendix 2	• I can use forms of **a** and **an** according to the whether the next word begins with a consonant or vowel (**a** rock, **an** open box) (Y3) • I can relate words to their families taking account of their form and meaning (**solve, solution, solver, dissolve, insoluble**) (Y3) • I can identify a paragraph as a way of grouping related material. (Y3) • I can use headings and sub-headings to aid presentation. (Y3) • I can identify inverted commas in direct speech (Y3)						
	indicate grammatical and other features by: • using commas after fronted adverbials	• I can use a comma after a fronted adverbial. (Y4)						
	• indicating possession by using the possessive apostrophe with singular and plural nouns	• I can identify where an apostrophe is required on a singular noun (eg the car's bonnet). (Y3). • I can identify where an apostrophe is needed on a plural noun (The children's books) (Y3)						
	• using and punctuating direct speech	• I can punctuate direct speech with inverted commas (Y3) • I can correctly punctuate direct speech within my writing (Y3)						

	• use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.	• I can understand and use the word 'adverb' (Y3) • I can use an adverb to modify a verb. (Y3) • I can use an adverb to modify an adjective. (Y3) • I can use an adverb to modify another adverb. (Y3) • I can use an adverb to modify a whole clause. (Y3) • I can understand and use the word 'preposition conjunction'. (Y3) • I can use preposition conjunctions like before or since to link two clauses. (Y3) • I can understand and use the phrase 'word family' such as teach, teacher, taught, teaching. (Y3) • I can understand and use the word 'prefix'. (Y3) • I can use and understand the word 'clause'. (Y3) • I can understand and use the word 'subordinate clause'. (Y3) • I can understand and use the phrase 'direct speech'. (Y3) • I can understand and use the phrase 'inverted commas' or 'speech marks'. (Y3) • I can understand and use the words 'consonant', 'consonant letter vowel' (e.g. 'y') and 'vowel letter'. (Y3)

English: Writing - Medium Term Plan

	Autumn		Spring		Summer	
Term:	1	2	3	4	5	6

Year 4	Learning objective		Success Criteria		Coverage	
Transcription Spelling	Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (Appendix 1)		• I can add the prefix sub- to mean under. E.g. subdivide, subheading, submarine. (Y4) • I can add the prefix inter- to mean between or among. E.g. interact, intercity, international. (Y4) • I can add the prefix super – to mean above. E.g. supermarket, superman, superstar. (Y4) • I can add the prefix auto – to men self or own. E.g. autobiography, autograph. (Y4) • I can add the suffix –ation to form nouns. E.g. information, adoration, sensation. (Y4) • I know how to spell words ending in –sure, –ture.-sion. E.g. measure, pleasure, picture, creature, division, invasion, confusion. (Y4) • I can add the suffix –ous to words and I know the exceptions to the rule. E.g. poisonous, tremendous, humorous, courageous, serious, hideous. (Y4) • I can spell words ending with –tion, -sion, -ssion, -cian. E.g. invention, expression, comprehension, mathematician. (Y4)			
	• spell further homophones		• I can spell a broader range of homophones e.g. heel/heal/he'll (Y4)			
	• spell words that are often misspelt (Appendix 1)		• I can spell more of the commonly misspelt words. See Appendix 1. (Y4)			
	• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals		• I know how to use a possessive apostrophe with plural words. E.g. girls' boys' babies' children's men's. (Y4)			
	• use the first two or three letters of a word to check its spelling in a dictionary		• I can use the first 2 -3 letters in a word to find words in a dictionary efficiently. (Y4)			
	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		• I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. I am increasingly confident and accurate when completing such tasks. (Y4)			
Handwriting	Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined		• I am confident in using diagonal joins (Y4) • I am confident in using horizontal joins (Y4) • I know that capital letters do not join (Y4) • I follow the school policy for which letters are best left unjoined (Y4)			
	• increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.		• I am can write in a controlled style (Y4) • Ialways leave appropriate spaces between my letters and words (Y4) • I usually write capital letters in the correct size, orientation and relationship to one another (Y4) • I always write digits in the correct size, orientation and relationship to one another (Y4)			
Composition	Pupils should be taught to: 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		• I can talk, in detail, about the features of specific texts eg fiction; *poetry; plays; reference books; fairy stories; myths and legends and play scripts.*(Y4) • I can talk about the different language I would use in *specific texts* (Y4) • I can discuss and justify how I would use punctuation and grammar in *specific texts*. (Y4)			
	• discussing and recording ideas		• I can discuss my ideas with my partner/group and my teacher and give reasons for my choices (Y4) • I can independently record my ideas in different ways e.g. *story plan; mountain; flow diagram; spider graph etc* (Y4)			
	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 (See Appendix 2)		• I can plan my sentences, say them aloud and improve them. (Y4) • I can improve my sentences by adding different types of wow words e.g. *conjunctions; adverbs; prepositions.* (Y4) • I can improve my sentences by adding appropriate punctuation such as apostrophes to mark plural possession and commas after fronted adverbials. (Y4) • I can improve my sentences by adding clauses and subordinate clauses. (Y4) • I can re-read my sentences to check they make sense (Y4)			
	• organising paragraphs around a theme		• I can independently record non fiction information into subject areas (Y4) • I can independently use headings and sub headings to correctly organise information (Y4) • I can confidently use paragraphs to show clear sections in my writing. (Y4) • I can use paragraphs to link sections and show progression in my writing. (Y4)			

	• in narratives, creating settings, characters and plot	• I can use interesting words and phrases to describe a setting (Y4) • I can describe a character and characters including appearance/personality (Y4) • I can include an interesting plot within a story (Y4)						
	• in non-narrative material, using simple organisational devices such as headings and sub-headings	• I can distinguish between fiction and non-fiction writing. (Y4) • I can use heading/sub-headings correctly. (Y4) • I can use an introductory paragraph. (Y4) • I can organise my writing into a specific non-fiction style. (Y4)						
	evaluate and edit by; • assessing the effectiveness of their own and others' writing and suggesting improvements	• I can evaluate the effectiveness of others writing (3) • I can suggest improvements to other children's writing (Y4)						
	• proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences	• I can identify how to improve a sentence by using pronouns accurately (Y4) • I can identify how to improve a sentence by changing the vocabulary (Y4)						
	• proof-read for spelling and punctuation errors	• I can proof read for spelling high frequency words (Y4) • I can proof read for punctuation errors such as question marks, exclamation marks and speech marks (Y4)						
	• 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.	• I can read aloud my own writing (Y4) • I can read aloud my own writing to a group using appropriate volume and intonation (Y4)						
Vocabulary, grammar and punctuation	Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 by; • extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although	• I can use a wider range of conjunctions to link two clauses. (Y4) • I can confidently use a subordinating conjunction (**when, if, because, although**) Everyone watches when Kyle does back-flips. (Y4) • I can confidently use a preposition conjunction (**before, since, after**). (Y4)						
	• using the perfect form of verbs in contrast to the past tense	• I can confidently use the perfect form of a verb using has or had (She **has** gone out to play/I **had** eaten lunch when you came) (Y4)						
	• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	• I can choose pronouns or nouns within and across sentences to aid cohesion and avoid repetition. (Y4) • I can confidently substitute pronouns for nouns and vice versa. (Y4) • I can confidently form nouns using a range of prefixes (**super-, anti-, auto-**) (Y4)						
	• using conjunctions, adverbs and prepositions to express time and cause	• I can confidently use a range of conjunctions (**when, before, after, while, so, because)** (Y4) • I can confidently use a range of adverbs (**then, next, soon, therefore**) (Y4) • I can confidently use a range of prepositions (**before, after, during, in, because of**) (Y4)						
	• using fronted adverbials	• I can recognise and use a fronted adverbial (**Later that day, I heard the bad news**) (Y4)						
	• learning the grammar for year 3 and 4 in Appendix 2	• I can explain the grammatical difference between plural and possessive –s (Y4) • I can use Standard English from for verb inflections (*we were* instead of *we was*, or *I did* instead of *I done*) (Y4) • I can expand noun phrases by the addition of modifying adjectives (**the strict maths teacher**) (Y4) • I can expand noun phrases by the addition of nouns and preposition phrases (**the strict maths teacher with curly hair)** (Y4) I can use paragraphs to organise ideas around a theme (Y4)						
	indicate grammatical and other features by; • using commas after fronted adverbials	• I can use commas after fronted adverbials (**Later that day, I heard the bad news**) (Y4)						
	• indicating possession by using the possessive apostrophe with singular and plural nouns	• I can use apostrophes to mark plural possession **(the girl's name, the girls' names)** (Y4)						
	• using and punctuating direct speech	• I can demarcate direct speech with inverted commas. (Y4) • I can identify and use reporting clauses (Y4) • I can use a comma after a reporting clause (Y4)						

| | | use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading. | • I can understand and use the word 'adverb' (Y3/4)
• I can use an adverb to modify a verb. (Y3/4)
• I can use an adverb to modify an adjective. (Y3/4)
• I can use an adverb to modify another adverb. (Y3/4)
• I can use an adverb to modify a whole clause. (Y3/4)
• I can understand and use the word 'preposition conjunction'. (Y3/4)
• I can use preposition conjunctions like before or since to link two clauses. (Y3/4)
• I can understand and use the phrase 'word family' such as teach, teacher, taught, teaching. (Y3/4)
• I can understand and use the word 'prefix'. (Y3/4)
• I can use and understand the word 'clause'. (Y3/4)
• I can understand and use the word 'subordinate clause'. (Y3/4)
• I can understand and use the phrase 'direct speech'. (Y3/4)
• I can understand and use the phrase 'inverted commas' or 'speech marks'. (Y3/4)
• I can understand and use the words 'consonant', 'consonant letter vowel' (e.g. 'y') and 'vowel letter'. (Y3/4)
• I can identify and use the term determiner (Y4)
• I can identify and use the term pronoun (Y4)
• I can identify and use the term possessive pronoun (Y4)
• I can identify and use an adverbial clause (Y4) | | | | | | |

English: Writing - Medium Term Plan

	Autumn		Spring		Summer	
Term:	**1**	**2**	**3**	**4**	**5**	**6**

Year 5	Learning Objectives	Success Criteria	Coverage					
Transcription Spelling	Pupils should be taught to: • use further prefixes and suffixes and understand the guidelines for adding them	• I can understand and use the suffixes –cious and –tious (e.g. visious, precious, infectious) (Yr 5) • I can understand and use the suffixes –cial (e.g. official, special) (Yr 5/6) • I can understand and use the suffixes –tial (e.g. confidential, essential) (Yr 5/6) • I can change a root word to add suffixes –ant, -ance, -ancy (e.g. observant, observance, observation) (Yr 5) • I can change a root word to add suffixes –ent, -ence, -ency (e.g. innocent, innocence) (Yr 5) • I can change a root word to add suffixes –able/-ably, -ible/-ibly (e.g. applicable/applicably (application)) (Yr 5/6) • I can use a hyphen to join a prefix to a root word (Y5) co-ordinate, re-enter, co-operate, co-own • I can spell words with the /iː/ sound spelt ei after c (Y5) deceive, conceive, receive, perceive, ceiling and exceptions, protein, caffeine, seize • I can spell words containing the letter string –ough (Y5) ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, through, thorough, borough, plough, bough						
	• spell some words with 'silent' letters, e.g. knight, psalm, solemn	• I can spell more complex words with silent letters (e.g. doubt, island, solemn, thistle, psalm, lamb). (Yr 5)						
	• continue to distinguish between homophones and other words which are often confused	• I can say what a homophone is and give an example. (Yr 5) • I can link the correct homophone to its meaning and use it in a sentence. (Yr5) • I can use accurately use words which are spelt differently for use as a noun or verb. (e.g. advice/advise, licence/license). (Yr5/6) • I can use accurately use words which are spelt differently for parts of speech. (e.g. principal/principle, profit/prophet). (Yr5/6)						
	• 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	• I can spell words with don't follow the spelling rules I have leant. (Yr5/6) • I know when to use double 'r' when adding certain suffixes. (Yr5) • I can use accurately use words which are spelt differently for use as a noun or verb. (e.g. advice/advise, licence/license). (Yr5/6).						
	• use dictionaries to check the spelling and meaning of words	• I can find a given word (Yr5) • I can use a dictionary to find the origins of a word (Yr 5) • I understand the notations use in the dictionary (e.g. for noun, adjective, verb) (Yr5)						
	• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	• I can use the alphabetic order of the first 3 letters in a word to check spelling or meaning in a dictionary (Y5)						
	• use a thesaurus.	• I can use a thesaurus to look up words						
Handwriting	Pupils should be taught to: write legibly, fluently and with increasing speed by; • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	• I can write legibly. (Y5) • I can write fluently (Y5) • I can write with increasing speed (Y5) • I can choose the correct shape for the letters I write (Y5) • I know that capital letters should never be joined (Y5) • I can decide when to join specific letters (Y5) • I can write ascenders and descenders with precision (Y5)						
	• choosing the writing implement that is best suited for a task (e.g. quick notes, letters).	• I can choose an appropriate writing implement for any given task. (Y5) • I can choose the standard of handwriting for a particular task, for example, quick notes or a final handwritten version. (Y5) • I can decide when to write in an unjoined style, for example, labelling a diagram or writing an email address. (Y5)						

Composition	Pupils should be taught to: plan their writing by;	I know who I am writing for and why (Y5/6)						
	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	• I know who I am writing for and why (Y5/6) • I can select the appropriate text type for my writing (Y5/6) • I use my knowledge of other texts that I have read to help me plan/write my own (Y5/6)						
	• noting and developing initial ideas, drawing on reading and research where necessary	• I can draft my ideas using note form (Y5/6) • My plans will use ideas and knowledge from reading and research (Y5/6)						
	• in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed	• I draw on how other authors have developed characters and settings when planning my own writing (Y5/6)						
	• draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	• I can use appropriate vocabulary in my writing (Y5/6) • I understand how changing vocabulary in my writing, affects the overall effect and meaning (Y5/6) • I use appropriate grammar in my writing e.g. the correct tense, range of punctuation (brackets, dashes and commas) (Y5)						
	• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	• I effectively describe settings in my writing (Y5/6) • I effectively describe characters in my writing (Y5/6) • I can create different atmospheres in my stories ie creating tension/ humour etc (Y5/6) • I can use dialogue to show characters motives and feelings (Y5/6) • I use action to move the story on (Y5/6) • I ensure that I have a balance of action and dialogue (Y5/6)						
	• précising longer passages	• I can summarise passages in my own words, in a few sentences, into a paragraph. (Y5/6)						
	• using a wide range of devices to build cohesion within and across paragraphs	• I can link paragraphs through using connectives e.g. time connectives and causal connectives (from the Y5 appendix – e.g. time - late, place – nearby, number – secondly, tense choices – he had...) (Y5) • Within a paragraph all the ideas/actions are linked (Y5/6) • Within a paragraph I use a key sentence and elaborate on this with further sentences (from the Y5 appendix – then, after, that, this, firstly) (Y5) • New paragraphs are used for new action/change of setting or time (Y5/6)						
	• using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)	• I use appropriate organisational features appropriate to the text type I am writing (Y5/6)						
	evaluate and edit by; • assessing the effectiveness of their own and others' writing	• I evaluate my writing by assessing the effectiveness of it (in terms of audience and purpose) (Y5/6) • I evaluate others writing by assessing the effectiveness of it (in terms of audience and purpose) (Y5/6) • I edit and improve my writing in light of the evaluations made (Y5/6)						
	• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	• I clarify meaning in my writing by changing/improving my vocabulary choices (Y5/6) • I clarify meaning in my writing by changing/improving my grammar and punctuation e.g ; ( ) - , for clauses/ to avoid ambiguity (Y5/6)						
	• ensuring the consistent and correct use of tense throughout a piece of writing	• I check my writing to ensure the correct tense is used throughout (Y5/6) • When writing a story in past tense, I change to present tense for dialogue (Y5/6)						
	• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	• I understand how to make my subject and verb agree. Eg I was, we were. (Y5) • I know when it is appropriate to use a formal or an informal tone in my speech and writing. (Y5/6)						
	• proof-read for spelling and punctuation errors	• I can check my work for spelling and punctuation errors. (Y5/6)						
	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• I can read my work out loud with expression and movement so that the meaning is clear. (Y5/6)						
Vocabulary, grammar and punctuation	Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 by; • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	• I can recognise when speech is formal. (Y5) • I can recognise when the mood expresses doubts, wishes and possibilities – subjunctive form. (Y5/6)						
	• using passive verbs to affect the presentation of information in a sentence	• I can recognise the passive form - The picture was being painted by the artist. (Y5)						
	• using the perfect form of verbs to mark relationships of time and cause	• I can use the correct verb tense to demonstrate when an action is performed. (Y5/6)						
	• using expanded noun phrases to convey complicated information concisely	• I can use expanded noun phrases to add extra information. (Y5) • I can use concise vocabulary to describe using expended noun phrases. (Y5/6)						
	• using modal verbs or adverbs to indicate degrees of possibility	• I can use modal verbs to show what could, should or may happen. (Y5)						

	• using relative clauses beginning with who, which, where, when, whose, that or with an implied (Le. omitted) relative pronoun	• I can use a complex sentence which includes 'who'. (Y5) • I can use a complex sentence which includes 'which'. (Y5) • I can use a complex sentence which includes 'where'. (Y5) • I can use a complex sentence which includes 'whose'. (Y5) • I can use a complex sentence which includes 'that'. (Y5) • I can use a complex sentence which includes 'with'. (Y5)						
	• learning the grammar for years 5 and 6 in English Appendix 2	• I can use modal verb. (e.g. used to change the meaning of verbs – (can, may, might, should) (Y5/6) • I can use adverbs to indicate degrees of possibility (perhaps, surely) (Y5/6)						
	indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing	• I can use commas to add extra information. (Y5) • I can use commas to avoid confusion in meaning. (Y5)						
	• using hyphens to avoid ambiguity	• I recognise why a hyphen is used (Y5)						
	• using brackets, dashes or commas to indicate parenthesis	• I can use brackets to add extra information. (Y5) I can use dashes to add extra information. (Y5) I can use commas to add extra information. (Y5)						
	• using semi-colons, colons or dashes to mark boundaries between independent clauses	• I can use semi-colons to identify independent clauses. (Y5) • I can use semi colons to separate longer items in a list (Y5) • I can use colons to identify independent clauses. (Y5) • I can use dashes to identify independent clauses. (Y5)						
	• using a colon to introduce a list	• I can use a colon to introduce a list						
	• punctuating bullet points consistently	• I can punctuate bullet points consistently (Y5)						
	• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	• I can use modal verb. (e.g. used to change the meaning of verbs – can, may, might, should) • I can use the relative pronoun. (e.g. that, which, who –referring back to previously used noun) • I can use a relative clause. (e.g. who, which, whom, that, whose) (Y5) • I can understand the terms: parenthesis; bracket and dash. (Y5) • I can understand the term cohesion and identify if parts fit together. (Y5) • I can understand the term ambiguity. (Y5)						

English: Writing - Medium Term Plan

	Autumn		Spring		Summer	
Term:	**1**	**2**	**3**	**4**	**5**	**6**

Year 6	Learning Objectives	Success Criteria	Coverage					
Transcription Spelling	Pupils should be taught to: • use further prefixes and suffixes and understand the guidelines for adding them	• I can understand and use the suffixes –adding suffixes beginning with vowel letters to words ending in –fer (e.g. referring, referred, referral, transferring) (Yr6) • I can understand and use the suffixes –cial (e.g. official, special) (Yr 5/6) • I can understand and use the suffixes –words with the i sound- the i before e accept after c rule (e.g. deceive, conceive, receive) (Yr6) • I can understand and use the suffixes –words with the i sound- the i before e accept after c rule identifying exceptions(e.g. protein, caffeine, seize)) (Yr6) • I can spell words containing the letter string –ough (e.g. ought, bought, thought) (Y6) • I can use hyphens to join a prefix to a root word (e.g. co-ordinate) (Yr 5/6) • I can spell words with the suffix –ant (Y6) • I can spell words with the suffix –ance (Y6) • I can spell words with the suffix –ancy (Y6) • I can spell words with the suffix –ation (Y6) • I can spell words with the suffix –ent (Y6) • I can spell words with the suffix –ence (Y6) • I can spell words with the suffix –ency (Y6) • I can spell words with the suffix –fer(Y6) • I can spell words with the suffix –ible (Y6) • I can spell words with the suffix –ibly (Y6)						
	• spell some words with 'silent' letters, e.g. knight, psalm, solemn	• I can recognise words with silent letters- (e.g. doubt, island, lamb) (Y6) • I can spell words with silent letters (thistle, knight, solemn) (Y6) • I can recognise how language has changed over time (e.g. in knight there was a 'k' sound before the 'n' and the 'gh' use to represent the chn now represented in the Scottish word loch) (Y6)						
	• continue to distinguish between homophones and other words which are often confused	• I can explain the meaning of homophones (Page 59 and 60 of Appendix 1) (Y6) • I can spell the correct homophone in the correct context (Page 59 and 60 of Appendix 1) (Y6) • I know when to end nouns with –ce (Y6) • I know when to end verbs with –se (Y6)						
	• 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	• I can use mnemonics, acronyms etc to learn tricky words(appendix 1). (Y6) • I know the historical root of words I commonly use (e.g. parliament comes from the word parle which means to come together peacefully) (Y6)						
	• use dictionaries to check the spelling and meaning of words	• I can use the first three or four letters of a word to find a word in the dictionary to check the spelling of a word (Y6). • I can use the first three or four letters of a word to find a word in the dictionary to check the meaning of a word (Y6).						
	• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	• I can use the first three or four letters of a word to find a word in the dictionary to check the spelling of a word (Y6). • I can use the first three or four letters of a word to find a word in the dictionary to check the meaning of a word (Y6).						
	• use a thesaurus.	• I can use a thesaurus to find synonyms (Y6) • I can use a thesaurus to find antonyms (Y6)						

	Pupils should be taught to:	I can statements						
Handwriting	Pupils should be taught to: write legibly, fluently and with increasing speed by; • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	• I can write legibly. (Y6) • I can write fluently (Y6) • I can write with increasing speed (Y6) • I can choose the correct shape for the letters I write (Y6) • I can decide when to join specific letters (Y6) • I can write ascenders and descenders with precision (Y6)						
	• choosing the writing implement that is best suited for a task (e.g. quick notes, letters).	• I can choose an appropriate writing implement for any given task. (Y6) • I can choose the standard of handwriting for a particular task, for example, quick notes or a final handwritten version. (Y6) • I can decide when to write in an unjoined style, for example, labelling a diagram or writing an email address. (Y6)						
Composition	Pupils should be taught to: plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	• I know who I am writing for and why (Y5/6) • I can select the appropriate text type for my writing (Y5/6) • I use my knowledge of other texts that I have read to help me plan/write my own (Y5/6)						
	• noting and developing initial ideas, drawing on reading and research where necessary	• I can draft my ideas using note form (Y5/6) • My plans will use ideas and knowledge from reading and research (Y5/6)						
	• in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed	• I draw on how other authors have developed characters and settings when planning my own writing (Y5/6)						
	draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	• I can use appropriate vocabulary in my writing (Y5/6) • I understand how changing vocabulary in my writing, affects the overall effect and meaning (Y5/6) • I use appropriate grammar in my writing e.g. the correct tense, range of punctuation (brackets, dashes and commas) (Y5)						
	• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	• I effectively describe settings in my writing (Y5/6) • I effectively describe characters in my writing (Y5/6) • I can create different atmospheres in my stories ie creating tension/ humour etc (Y5/6) • I can use dialogue to show characters motives and feelings (Y5/6) • I use action to move the story on (Y5/6) • I ensure that I have a balance of action and dialogue (Y5/6)						
	• précising longer passages	• I can summarise passages in my own words, in one or two sentences (Y5/6)						
	• using a wide range of devices to build cohesion within and across paragraphs	• I can link paragraphs through using: connectives e.g. time connectives and causal connectives (from the Y5 appendix – e.g. time - late, place – nearby, number – secondly, tense choices – he had...); repetition of a word or phrase; grammatical connections (eg the use of adverbials such as *on the other hand, in contrast* or *as a consequence*; and ellipsis. (Y6) • Within a paragraph all the ideas/actions are linked. (Y5/6) • Within a paragraph I use a key sentence and elaborate on this with further sentences. (Y6) • New paragraphs are used for new action/change of setting or time. (Y5/6)						
	• using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)	• I use appropriate organisational features appropriate to the text type I am writing (Y5/6)						
	evaluate and edit by: • assessing the effectiveness of their own and others' writing	• I evaluate my writing by assessing the effectiveness of it (in terms of audience and purpose) (Y5/6) • I evaluate others writing by assessing the effectiveness of it (in terms of audience and purpose) (Y5/6) • I edit and improve my writing in light of the evaluations made (Y5/6)						
	• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	• I clarify meaning in my writing by changing/improving my vocabulary choices (Y5/6) • I clarify meaning in my writing by changing/improving my grammar and punctuation e.g ; ( ) - , for clauses/ to avoid ambiguity (Y5/6)						
	• ensuring the consistent and correct use of tense throughout a piece of writing	• I check my writing to ensure the correct tense is used throughout (Y5/6) • When writing a story in past tense, I change to present tense for dialogue (Y5/6)						
	• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	• I understand how to make my subject and verb agree. Eg I was, we were. Including the use or omission of contractions for informal / formal writing.(Y6) • I know when it is appropriate to use a formal or an informal tone in my speech and writing. (Y5/6)						
	• proof-read for spelling and punctuation errors	• I can check my work for spelling and punctuation errors. (Y5/6)						
	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• I can read my work out loud with expression and movement so that the meaning is clear. (Y5/6)						

Vocabulary, grammar and punctuation	Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	• I can identify the difference between informal and formal speech in writing. (Y6)						
	• using passive verbs to affect the presentation of information in a sentence	• I can use passive verbs for effect. (Y6)						
	• using the perfect form of verbs to mark relationships of time and cause	• I can use the correct verb tense to demonstrate when an action is performed. (Y6) • I can use the perfect tense where appropriate – 'I **have** written an essay.' - to indicate completion.						
	• using expanded noun phrases to convey complicated information concisely	• I can use expanded noun phrases to add extra information. (Y5/6) • I can use expanded noun phrases with concise and appropriate vocabulary to add shades of meaning to the text. (Y6)						
	• using modal verbs or adverbs to indicate degrees of possibility	• I can use modal verbs to show what could or what may happen appropriately. (Y6)						
	• using relative clauses beginning with who, which, where, when, whose, that or with an implied (Le. omitted) relative pronoun	• I can use a complex sentence which includes 'who'. (Y5/6) • I can use a complex sentence which includes 'which'. (Y5/6) • I can use a complex sentence which includes 'where'. (Y5/6) • I can use a complex sentence which includes 'whose'. (Y5/6) • I can use a complex sentence which includes 'that'. (Y5/6) • I can use a complex sentence which includes 'with'. (Y5/6)						
	• learning the grammar for years 5 and 6 in English Appendix 2	• I can use appropriate vocabulary for formal speech and writing (find out -discover, ask for – request, go in – enter) • I can use formal structures in writing – He's your friend, isn't he? • I can use the subjunctive form – ...if I were, Were they... • I can link ideas across using a wider range of cohesive devices/adverbials - on the other hand, in contrast, as a consequence... • I can set out my writing in an appropriate manner to structure the text ie. Non fiction – headings, subheadings, bullet points, columns, tables. • I know that a subject of a verb, is normally the noun, noun phrase or pronoun that names a 'do-er' or 'be-er'. • I can understand than an object is normally a noun, pronoun or noun phrase that comes straight after a verb. • I can identify an active verb. E.g. The school <u>arranged</u> a visit. • I can use and identify the passive verb e.g. A visit was <u>arranged</u> by the school. • I can identify and use a range of synonyms. E.g. talk, speak • I can identify antonyms. E.g. hot / cold • I can use of an ellipsis and their effect. • I can use a hyphen to avoid ambiguity. • I can use a colon to introduce a list or explain something in further detail.						
	indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing	• I can use a comma to avoid ambiguity in a sentence (Y6) • I can use commas to divide clauses appropriately (Y6)						
	• using hyphens to avoid ambiguity	• I can use hyphens to avoid confusion. (Y6) e.g. recover a document / re-cover a chair, man eating shark – man-eating shark						
	• using brackets, dashes or commas to indicate parenthesis	• I can use brackets, dashes and commas in the correct places, to indicate an aside. (Y6)						
	• using semi-colons, colons or dashes to mark boundaries between independent clauses	• I can use semi colons and colons to mark the boundary between independent clauses ie. It's raining: I'm fed up. • I can use a semi-colon to separate independent clauses and information in a list when the items are described.						
	• using a colon to introduce a list	• I can use a colon to introduce a list. (Y6)						
	• punctuating bullet points consistently	• I can use bullet points to add structure and separate information. • I can punctuate using bullet points. (Y6)						

	• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	• I know that a subject of a verb, is normally the noun, noun phrase or pronoun that names a 'do-er' or 'be-er'. • I can understand than an object is normally a noun, pronoun or noun phrase that comes straight after a verb. • I can identify an active verb. E.g. The school arranged a visit. • I can use and identify the passive verb e.g. A visit was arranged by the school. • I can identify and use a range of synonyms. E.g. talk, speak • I can identify antonyms. E.g. hot / cold • I can use of an ellipsis and their effect. • I can use a hyphen to avoid ambiguity. • I can use a colon to introduce a list or explain something in further detail. • I can use a semi-colon to separate independent clauses and information in a list. • I can use bullet points to add structure and separate information.