

Medium Term Plan for Writing

Note: in the Punctuation and Terminology columns any terms in blue are a statutory requirement of the National Curriculum in England.

2-5 Years (EYFS)

Text Structure	Sentence Construction	Word Structure / language	Punctuation	Terminology
<p>Introduce: Planning tool – story maps.</p> <p>Whole class re-telling of stories.</p> <p>Understanding of beginning/middle and ending.</p> <p>Re-tell simple 5-part story: Once upon a time First/then/next But So Finally</p> <p>Non-Fiction: Factual writing, closely linked to a story Simple factual sentences based around a theme: names labels captions lists diagrams messages</p>	<p>Introduce: Simple sentences</p> <p>Simple connectives: and who until but</p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions). and/but -ly openers luckily/unfortunately</p> <p>Run – repetition for rhythm: e.g. he walked and he walked</p> <p>repetition in description: e.g. a lean cat, a mean cat.</p>	<p>Introduce: Determiners: the/a my your an this that his her their some all Prepositions: up down in into out to onto Adjectives: e.g old, little, big, small, quiet. Adverbs: e.g. luckily, unfortunately, fortunately. Similes: using like.</p>	<p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full Stop</p> <p>Capital letter</p> <p>Simile – using like</p>

5-6 Years (Year One)

Text Structure	Sentence Construction	Word Structure / language	Punctuation	Terminology
<p>Consolidate EYFS list Introduce:</p> <p>Planning Tools: Story map (refer to the story types list)</p> <p>Plan opening around: characters, setting, time of day and type of weather.</p> <p>Understanding: beginning, middle, end to story. 5 parts to a story</p> <p>Opening: Once upon a time</p> <p>Build Up: One day</p> <p>Problem/Dilemma: Suddenly... Unfortunately...</p> <p>Resolution: Fortunately Luckily</p> <p>Ending: Finally</p>	<p>Consolidate EYFS list and refer to the Connective and Sentence Signposts Document</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: and or but so because so that then that while when where</p> <p>Also/as openers: While, when, where</p> <p>ly openers: Fortunately, unfortunately, sadly,</p> <p>Simple Sentences: e.g. I went to the park. The castle is haunted.</p>	<p>Consolidate EYFS list Introduce:</p> <p>Prepositions: inside outside towards across under</p> <p>Determiners: the a may your an this that his her their some all lots of many more those these</p> <p>Adjective to describe: e.g. the old house the huge elephant</p> <p>Alliteration: e.g. dangerous dragon slimy snake</p> <p>Similes, using as...as: e.g. as tall as a house as red as a radish</p> <p>Precise, clear language to give</p>	<p>Consolidate EYFS list Introduce:</p> <p>Capital letters Capital letters for names Capital letters for the personal pronoun I</p> <p>Full Stops</p> <p>Question Marks</p> <p>Exclamation Marks</p> <p>Speech Bubble</p> <p>Bullet Points</p>	<p>Consolidate EYFS list</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full Stop</p> <p>Capital letter</p> <p>Simile – using like</p> <p>Introduce:</p> <p>Punctuation</p> <p>Question Mark</p> <p>Exclamation Mark</p> <p>Speech Bubble</p> <p>Bullet Points</p> <p>Singular/Plural</p> <p>Adjective</p>

<p>Non-Fiction:</p> <p>Planning Tools: Text map Washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle Section(s): Simple factual sentences around a theme</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>Embellished simple sentences using adjectives. e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Compound Sentences using connectives (coordinating conjunctions): and, so, but, or e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</p> <p>Complex Sentences: Use of who (relative clause). e.g. once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</p> <p>Run – Repetition for rhythm: e.g. a lean cat, a mean cat. a green dragon, a fiery dragon.</p>	<p>information: e.g. First, switch on the red button. Next, wait for the green light to flash.</p> <p>Regular, plural noun suffixes: ____s or _____es e.g. dog – dogs wish – wishes</p> <p>Suffixes that can be added to verbs: e.g. helping, helped, helper</p> <p>How the prefix un_____ changes the meaning of verbs and adjectives: e.g. negation – unkind undoing – untie the boot</p>		<p>Verb</p> <p>Connective</p> <p>Alliteration</p> <p>Simile using as</p>
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6-7 Years (Year Two)

Text Structure	Sentence Construction	Word Structure / language	Punctuation	Terminology
<p>Consolidate Year One list Introduce:</p> <p>Fiction:</p> <p>Secure use of Planning Tools: Story map (refer to the story types list) Story grids Boxing Up</p> <p>Plan opening around: characters, setting, time of day and type of weather.</p> <p>Understand 5 parts of the story with more complex vocabulary:</p> <p>Opening: In a land far away One cold but bright morning</p> <p>Build Up: Later that day</p> <p>Problem/Dilemma: To his amazement</p> <p>Resolution: As soon as ...</p> <p>Ending: Luckily, fortunately</p>	<p>Consolidate Year One list and refer to the Connective and Sentence Signposts Document</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>ly openers: Usually, Eventually, Carefully, Slowly, Finally...</p> <p>Vary openers to sentences.</p> <p>Embellished simple sentences using: Adjectives: The boys peeped inside the dark cave. Adverbs: Tom ran quickly down the hill.</p> <p>Secure use of Compound Sentences using connectives (coordinating conjunctions): and, so, but, or</p> <p>Complex Sentences (subordination) using: Drop in a relative clause: Who, which... e.g. Sam, who was lost, sat down and cried.</p>	<p>Consolidate Year One list Introduce:</p> <p>Prepositions: behind, above, along, before, between, after.</p> <p>Two adjectives to describe the noun: e.g. The scary, old woman. Squirrels have long, bushy tails.</p> <p>Alliteration: e.g. wicked witch slimy slugs</p> <p>Similes, using like e.g. like sizzling sausages hot like a fire</p> <p>Adverbs for description: e.g. Snow fell gently and covered the cottage in the wood.</p> <p>Adverbs for information: e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p>	<p>Consolidate Year One list Introduce:</p> <p>Demarcate Sentences:</p> <p>Capital Letters</p> <p>Full Stops</p> <p>Question Marks</p> <p>Exclamation Marks</p> <p>Commas to separate items in a list.</p> <p>Comma after ___ly opener. e.g. Fortunately, Slowly, ...</p> <p>Speech bubbles Speech marks for direct speech.</p> <p>Implicitly understand how to change from indirect speech to direct speech.</p>	<p>Consolidate Year One list</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full Stop</p> <p>Capital letter</p> <p>Simile – using like</p> <p>Punctuation</p> <p>Question Mark</p> <p>Exclamation Mark</p> <p>Speech Bubble</p> <p>Bullet Points</p> <p>Singular/Plural</p> <p>Adjective</p> <p>Verb</p> <p>Connective</p> <p>Alliteration</p> <p>Simile using as /like</p> <p>Introduce:</p>

<p>Ending: Should be a section rather than one final sentence, e.g. describe how the main character is feeling in the final situation.</p> <p>Non-Fiction:</p> <p>Secure use of Planning Tools: Text map Washing line Boxing Up</p> <p>Introduction Heading Hook to engage the reader Factual statement/definition Opening question</p> <p>Middle Section(s): Group related ideas/facts into sections. Sub-headings to introduce sentences/sections Use of lists – what is needed, lists of steps to be taken. Bullet points for facts. Diagrams.</p> <p>Ending Make a final comment to the reader Extra tips, did you know? facts, true or false.</p> <p>The consistent use of the present tense versus the past tense throughout texts.</p> <p>Use of continuous form of verbs in the present and past tense to mark actions in progress (she was drumming).</p>	<p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional Subordinating Conjunctions: what while when where because then so that if to until e.g. While the animals were munching breakfast, two visitors arrived. During the Autumn, when the weather is cold, leaves fall off the trees.</p> <p>Use long and short sentences: Long sentences to add description or information. Long sentences for emphasis.</p> <p>Expanded noun phrases: e.g. lots of people, plenty of food,</p> <p>List of 3 for description: e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</p>	<p>Generalisers: Some dogs Most cats</p> <p>Formation of nouns using suffixes such as ___ness, ___er.</p> <p>Formation of adjectives</p> <p>Using suffixes such as ___ful, ___less.</p> <p>Use of suffixes ___er and ___est to form comparisons of adjectives and adverbs.</p>	<p>Apostrophes to mark contracted forms in spelling. e.g. don't can't</p> <p>Apostrophes to mark singular possession: e.g. The cat's name</p>	<p>Apostrophe (contractions and singular possessions).</p> <p>Commas for description</p> <p>Speech marks</p> <p>Suffix</p> <p>Verb/adverb Statement Question Exclamation</p> <p>Command (bossy verb)</p> <p>Tense (past, present, future).</p> <p>Adjective/noun</p> <p>Noun phrases</p> <p>Generalisers</p> <p>Subordinating Conjunctions</p>
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