

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

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

## 6-7 Years (Year Two)

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

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

