Withinfields' Long Term Writing Plan

	Autumn	Spring	Summer
Year One	Teach: Leaving spaces between words Focus on **capital letters** at the start of a sentence Introduction to **capital letters** and **full stops** Name the letters of the alphabet in order Form lower case letters in the correct direction, starting and finishing in the correct place Learn how words combine to make **sentences** Use a **capital letter** for names of people, places, days of the week, months of the year and the personal pronoun 'I'	Teach: Join **words** and **clauses** using 'and' Introduce **exclamation marks** Teach regular plural noun suffixes (-s or -es) and how the meaning changes with the addition of these suffixes Recap: All objectives from Autumn	Teach: Introduce **question marks** Teach how the prefix un- changes the meaning of verbs and adjectives Teach adding suffixes to verbs where no change is needed in the spelling of the root word (for example, helping, helped, helper). Sequencing sentences to form short narratives

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Year Two	Recap: Using a **capital letter** for names of people, places, days of the week, months of the year and the **personal pronoun** 'I' Using **full stops, capital letters, exclamation marks** and **question marks**. Combining words to make sentences, including joining **clauses** with 'and' Teach: Using **commas** to separate items in a list Using **expanded noun phrases** to describe and specify (for example *the blue butterfly, plain flour, the man in the moon*) Joining **clauses** using **co-ordinating conjunctions** using *but, and, or* Joining **clauses** using the **subordinating conjunctions** *when, if, that, because* How the grammatical patterns in a sentence indicate its **function** as a **question** How the grammatical patterns in a sentence indicate its **function** as a **command**	Teach: Using -ly in Standard English to turn **adjectives** into **adverbs** Using **apostrophes** to mark where letters are missing in **contractions** Using **apostrophes** to mark **singular possession** in **nouns** (for example, *the girl's name*) **– link with teaching of nouns and noun phrases** How the grammatical patterns in a sentence indicate its function as an **exclamation** Using **simple form** of **verbs** *(he played, she sits, they sang)* as well as **progressive form** of **verbs** in the **present** and **past tense** to mark actions in progress (for example *she is drumming, he was shouting*) Correct choice and consistent use of **present tense** and **past tense** throughout writing **Challenge vocab:** **Present progressive, past progressive** Formation of **nouns** using **suffixes** such as -*ness, -er*, and by **compounding** (for example *whiteboard, superman*) Formation of **adjectives** using **suffixes** such as -*ful, -less*	Use of **suffixes** -*er, -est* in **adjectives** SATS Consolidation of all year 1 and 2 grammar, vocabulary and punctuation objectives.

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Year Three	Recap: **Expanded noun phrases** for description and specification (for example, *the blue butterfly, plain flour, the man in the moon*) Use of **capital letters, full stops, question marks** and **exclamation marks** to **punctuate** sentences How the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation** or **command** Joining **clauses** using **subordinating conjunctions** (using *when, if, that, because* and **co-ordinating conjunctions** (using *or, and, but)* **Commas** to separate items in a list **Apostrophes** to mark where letters are missing in **contractions** **Apostrophes** to mark **singular possession** in **nouns** (for example, *the girl's name*) Correct choice and consistent use of **present tense** and **past tense** throughout writing including the progressive form Teach: What **consonants** and **vowels** are Use of the correct **determiner** (*a or an*) according to whether the next words begins with a **consonant** or **vowel** sound (for example *a rock, an open box, an hour*) Extending the range of **sentences** with more than one **clause** by using a wider range of **conjunctions**, including *when, if, because, although* to add **subordinate clauses** Expressing time, place and cause using a **conjunction** (for example, *when, before, after, while, so, because*)	Teach: Expressing time, place and cause using **prepositions** (for example *before, after, during, in, because of*) Expressing time, place and cause using **adverbs** (for example *then, next, soon, therefore*) Using **inverted commas** to **punctuate direct speech** – no teaching of rules regarding other speech punctuation Using the **present perfect** form of **verbs** instead of the **simple past** (for example *'He has gone out to play'* contrasted with *'He went out to play')* **Challenge vocab:** **Present perfect**	Teach: Using **paragraphs** to group related material Using **headings** and **subheadings** to aid presentation of **paragraphs** **Word families** based on common words, showing how words are related in form and meaning (for example *solve, solution, solver, dissolve, insoluble*) Formation of **nouns** using a range of **prefixes** (*super-, anti-, auto-*)

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Year Four	Recap: Using of the correct **determiner** (*a or an*) according to whether the next words begins with a **consonant** or **vowel** sound (for example *a rock, an open box, an hour*) Extending the range of **sentences** with more than one **clause** by using a wider range of **conjunctions**, including *when, if, because, although* to add **subordinate clauses** Expressing time, place and cause using a **conjunction** (for example, *when, before, after, while, so, because*) Expressing time, place and cause using **adverbs** (for example *then, next, soon, therefore*) Expressing time, place and cause using **prepositions** (for example *before, after, during, in, because of*) Using **inverted commas** to **punctuate direct speech** Using the **present perfect** form of **verbs** instead of the **simple past** (for example *'He has gone out to play'* contrasted with *'He went out to play'*) Using **paragraphs** to group related material Teach: Appropriate choice of **pronouns** or **nouns** within and across **sentences** to avoid repetition and aid **cohesion** – **link with teaching of noun/noun phrases** Using **possessive pronouns** **Fronted adverbials** (for example *'Later that day, I heard the bad news.'*) Using **commas** after **fronted adverbials**	Recap: **Apostrophes** to mark where letters are missing in **contractions** **Apostrophes** to mark **singular possession** in **nouns** (for example, *the girl's name*) Teach: Grammatical difference between the **plural** and **possessive** -s (for example *the girls play, the girl's coat*) Using **possessive apostrophes** with **plural nouns** (for example *the children's playground*) **Apostrophes** to mark **singular** and **plural possession** (for example, *the girl's name, the girls' names*) – **link with teaching of nouns and noun phrases** Using **inverted commas** and other **punctuation** to indicate **direct speech** where the **direct speech** comes first in the **sentence**, followed by a **reporting clause** (for example: *"Well done!" exclaimed the teacher.*) – **no teaching of speech second sentences** Using **noun phrases** expanded by the addition of modifying **adjectives**, **nouns** and **preposition phrase** (for example *'The teacher'* expanded to *'The strict maths teacher with curly hair'*) Formation of **nouns** using the range of **suffixes** (-*sure, -ture, -sion*)	Teach: Using **Standard English** forms of verb inflections consistently, instead of Yorkshire spoken forms (for example *'we was'* instead *'we were'; 'would have'* instead of *'would of'; 'I wrote'* instead of *'I writ'; 'I have written'* instead of *'I have writ/wrote'* etc) Use of **paragraphs** to organise ideas around a theme Formation of **nouns** using the range of **suffixes** (-*ation, -tion, -ssion, -cian*) Formation of adverbs using the suffix -ly including rule exceptions: **Exceptions**: (1) If the root word ends in –y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable. (2) If the root word ends with –**le**, the –**le** is changed to –**ly**. (3) If the root word ends with –**ic**, –**ally** is added rather than just –**ly**, except in the word *publicly*. (4) The words *truly, duly, wholly*. Formation of **adjectives** using the **suffix** *-ous*

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Year Five	Recap: • Using **noun phrases** expanded by the addition of modifying **adjectives**, **nouns** and **preposition phrase** (for example *'The teacher'* expanded to *'The strict maths teacher with curly hair'*) • **Fronted adverbials** (for example *'Later that day, I heard the bad news.'*) • Using **commas** after **fronted adverbials** • Grammatical difference between the **plural** and **possessive** -s (for example *the girls play, the girl's coat*) • Using **inverted commas** and other **punctuation** to indicate **direct speech** where the **direct speech** comes first in the **sentence**, followed by a **reporting clause** (for example: *"Well done!" exclaimed the teacher.*) Teach: • **Relative clauses** beginning with the **relative pronouns** *who, which, where, when, whose, that* • Indicating degrees of possibility using **modal verbs** including **negatives** (for example *could, can, can't, should, shall, shan't, may, must, mustn't, will, won't, would, wouldn't etc*) • Indicating **degrees of possibility** using **adverbs** (for example *perhaps, surely, maybe*) • Use of **inverted commas** and other **punctuation** to indicate **direct speech** where the **direct speech** comes second in the **sentence**, preceded by a **reporting clause** (for example: *The teacher exclaimed, "Well done!"*)	Recap: • Tenses previously taught *(simple past and present, progressive past and present, present perfect)* • Punctuating simple, compound and complex sentences accurately. • Use of **inverted commas** and other **punctuation** to indicate **direct speech** where the **direct speech** comes second in the **sentence**, preceded by a **reporting clause** (for example: *The teacher exclaimed, "Well done!"*) Teach: • **Brackets, dashes** or **commas** to indicate **parenthesis** Link back to teaching of relative clauses as these should be used as the 'extra information' within parenthesis • Using **expanded noun phrases** to convey complicated information **concisely –i.e. when writing to inform not descriptively** • Use the **perfect form** of **verbs** when appropriate to mark the relationships of time and cause (**past perfect and future perfect**) • Continue to extend the range of **sentences** with more than one **clause** by using a wider range of **conjunctions**, including *whenever, whatever, whether, though, till, even if, even though, unless* as well as all previously taught*)* • Varying position of **subordinate clauses**, using **commas** to demarcate.	Recap: • Consolidate use of **apostrophes** for **possession**; apostrophes for **contraction** linking to **negative modal verbs** and specific use when writing informal dialogue Teach: • Use of **commas** to clarify meaning or avoid **ambiguity** (*'Let's eat grandma!' vs 'Let's eat, grandma!'*) • Use devices to build **cohesion** within a **paragraph** (for example *then, after that, firstly*) • Linking ideas across **paragraphs** using **adverbials** of time (*later, next*); place (*nearby, close to, underneath*); number (*firstly, secondly*); manner (*slowly, with fury*); frequency (*often, rarely*) • Use **commas for clarity** to add **verb extensions** i.e. where a **subordinating conjunction** or **relative pronoun** has been omitted (for example *'The boy walked up the street after hearing the good news, smiling from ear to ear.'* – verb extensions can be explicitly taught where children are confident in punctuating simple, compound and complex sentences accurately.** • Use **verb prefixes** (for example *dis-, de-, mis-, over-, re-*) – ensure meanings of morphemes are explicitly taught • Convert **nouns** or **adjectives** into **verbs** using **suffixes** *-ate, -ise* and *-ify*

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Year Six	Recap: - **Relative clauses** beginning with the **relative pronouns** *who, which, where, when, whose, that* - **Brackets, dashes** or **commas** to indicate **parenthesis** - Indicating degrees of possibility using **modal verbs** including **negatives** (for example *could, can, can't, should, shall, shan't, may, must, mustn't, will, won't, would, wouldn't etc*) - Indicating **degrees of possibility** using **adverbs** (for example *perhaps, surely, maybe*) - Using **expanded noun phrases** to convey complicated information **concisely –i.e. when writing to inform not descriptively** - Use the **perfect form** of **verbs** when appropriate to mark the relationships of time and cause (**past perfect and future perfect**) - Use of **commas** to clarify meaning or avoid **ambiguity** (*'Let's eat grandma!' vs 'Let's eat, grandma!'*) Teach: - How words are related by meaning as **synonyms** and **antonyms** - Teach how **nouns** in **sentences** can act as the **subject** or **object**, depending on whether the **sentence** is **active** or **passive** - Difference between structures typical of informal (**question tags**) - The difference between **verbs** typical of **informal** and **formal** speech and writing (for example *find out – discover, ask for – request, go in – enter*)	Recap: - Use **commas for clarity** to add **verb extensions** i.e. where a **subordinating conjunction** or **relative pronoun** has been omitted (for example *'The boy walked up the street after hearing the good news, smiling from ear to ear.'* – **verb extensions can be explicitly taught where children are confident in punctuating simple, compound and complex sentences accurately.** - Use of **question tags**, including **commas** (for example, *'We won't be late, will we?' 'This sandwich is nice, isn't it?'*) - The difference between **verbs** typical of **informal** and **formal** speech and writing (for example *find out – discover, ask for – request, go in – enter*) Teach: - Using **commas** to separate items in a complicated list with **semi-colons,** introduced with a **colon** - Punctuating **bullet points** consistently - Use of the **passive voice** to affect information in the **sentence** (for example, *'Tom walked the dog' 'The dog was walked by Tom'* - Difference between structures typical of formal speech (**subjunctive form**) - Use of the **semi-colon**, **colon** and **dash** to mark the boundary between independent **clauses** (*for example, It's raining; I'm fed up*) - How **hyphens** can be used to avoid **ambiguity** (for example *man-eating shark or man eating shark, recover or re-cover*)	Revision: **Coverage of all KS2 Grammar, Vocabulary, Punctuation and Punctuation objectives - SATS week 2** Recap: Prior to writing moderation, various pieces across a range of genres showing cohesion through: - Linking ideas across **paragraphs** using a range of **cohesive devices**, including with **adverbials** (for example *on the other hand, in contrast to, as a consequence*); repetition of a word or phrase, and ellipsis - Using all available layout devices (for example, **subheadings, headings, bullets, tables, columns**)