



Writing Medium Term Plan 2024-2025: Whole School

This document outlines the writing expectations for each year group across the year in half terms. The key bolded objectives have been taken from the schools long term writing plan.

Bold objectives indicate key learning and when it is accurate, fluent and automatic. Objectives that are not bold are learning components of key bolded objectives. Although key objectives may have been secured in a previous year, these should continue to be used by children in subsequent years. Vocabulary is taught orally initially and expected to be secured in writing when bold.

Nursery Medium Term Planning - Writing

Writing Area		Autumn 1 We are learning to/that...	Autumn 2 We are learning to/that...	Spring 1 We are learning to/that...	Spring 2 We are learning to/that...	Summer 1 We are learning to/that...	Summer 2 We are learning to/that...
Oral Composition							
Handwriting	Pre-writing skills	intentionally make marks explore, select and use different mark making equipment (moving in any direction) Using a comfortable grip	use different directions when mark-making e.g. up and down, forwards and backwards pivot from the shoulder when mark-making Using a comfortable grip	create closed lines in their drawings and use those shapes to represent objects pivot from the elbow when mark making give meaning to our marks Using a comfortable grip	retrace lines up, down, clockwise/anti clockwise trace lines and circles (making a clockwise/anti clockwise movement) trace shapes and follow routes on pencil maps (using an effective grip) use my dominant hand when mark making Using a comfortable grip	draw pictures with more detail e.g. by adding features to a face use a wrist pivot with enough pressure to mark make Using a comfortable grip	draw shapes that involve multiple movements e.g. square, cross. Using a comfortable grip
	Core muscle strength - Gross Motor Skills	Weekly activities to develop: Pelvic Girdle Strength Learning the following animal positions from Kinetic letters: Stone Lion Position Lizard Position Penguin Position	Weekly activities to develop: Shoulder Girdle Strength Learning the following animal positions from Kinetic letters: Bear position Meerkat Position Cross the midline when mark-making or engaging in planned large scale art activities (e.g. rollers, large paintbrushes on a vertical surface)	Weekly activities to develop: Pelvic and shoulder girdle strength	Weekly activities to develop: Forearm and wrist strength Cross the midline when mark-making or engaging in planned small scale art activities (e.g. using pens and pencils on a flat surface)	Embed strength across all	

		Develop movement (skipping, hopping, balancing, riding (scooters, trikes and bikes) and ball skills.	
	Pencil grip- Fine Motor Skills	Traffic Light Kinetic Letter Box activities – Red, Yellow and Green (hand and finger strength and dexterity) <i>Introduce '3 friends pencil hold' for pencil grip for children who are working within the green traffic light group (ongoing assessment throughout the year)</i> See Kinetic Letters planning booklet for planning and scheme	
	End of term fine motor check points	<p>use holding fingers (pincer grip) to select a small item from a group of objects</p> <p>use holding fingers (pincer grip) to move objects from one hand to another</p>	<p>use a range of fine motor skills (e.g. squeezing, pinching)</p> <p>pinch and turn knobs</p> <p>use one finger to turn on equipment</p> <p>use both hands when picking up larger objects</p> <p>put small objects into holes using holding fingers e.g. pegs into boards</p> <p>pinch and turn objects e.g. can twist tops off glue, open keys and locks, screw washers and nuts onto bolts</p> <p>use both hands together to complete a task e.g. one hand holds whilst the other hand uses an implement</p>
	Letter formation		<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip (any grip) with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Can trace circles and lines</p> <p>Use both hands together in a co-ordinated way to complete a task (holding playdough whilst chopping with other hand, screwing nuts and bolts, scooping into a hand-held pot).</p>
	Spelling Strategy		<p>form the first letter of our name (capital), with support from an adult</p> <p><i>Kinetic letters movement sequences (6 moves) to support with letter formation (see kinetic letters planning booklet)</i></p> <p>write our name, with support from an adult/use of a name card</p> <p><i>Kinetic letters movement sequences (6 moves) to support with letter formation (see kinetic letters planning booklet)</i></p> <p><i>Teacher to model using letter names to spell children's name</i></p>

Reception Medium Term Planning - Writing

Writing Area	Autumn 1 We are learning to/that...	Autumn 2 We are learning to/that...	Spring 1 We are learning to/that...	Spring 2 We are learning to/that...	Summer 1 We are learning to/that...	Summer 2 We are learning to/that...
Text genre	Texts: Super Duper you, Paper dolls Label pictures with initial sounds	Texts: Meet the weather, You must wear a hat Lists (CVC words) Labels (CVC words)	Texts: Naughty Bus, My Granny went to market Phrases Postcards	Texts: Dear Dinosaur, Stomp Chomp Phrases/Sentences Letters	Texts: Goldilocks, Jack and the Beanstalk, The Three Billy Goats Gruff Retelling narrative Speech bubbles	Texts: What the lady bird heard, The very hungry caterpillar, Kipper's New Pet, Handa's Surprise Fact files Dictated sentences Descriptive sentences
Oral Composition	confidently talk in sentences of up to 4 words talk about events from the past (may have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam')	talk in longer sentences of six words or more. "I liked it when he ran away." "I am a fireman because I put out fires." talk in longer sentences that include 'and' and 'because' retell simple, familiar stories use the future tense orally	say a complete phrase aloud before writing	describe an event/object using a picture prompt	describe events in detail using pictures or other prompts. retell the whole of a familiar story (beginning, middle and end)	express our feelings and ideas using full sentences, including the use of the past, present and future tense and making use of conjunctions use the correct tense when speaking particularly with use of irregular verbs (e.g. went)
Sentence Structure	label pictures using initial sounds write own name with capital letter, with support of name card	write words that can be read by others write own name using a capital letter at the start	write phrases that can be read by others	write short sentences, that can be read by others	write short sentences with a full stop and capital letter (where capital letter has been previously taught)	write short sentences with words containing known sound-letter correspondences using a capital letter and full stops
Punctuation			separate words with spaces	use finger spaces between 2 words use full stops at the end of sentences	use finger spaces between every word use taught capital letters at the start of sentences (I T)	consistently use finger spaces, full stops at the end of sentences and taught capital letters at the start of sentences e.g. I T
Grammar	use the personal pronoun 'I' in speech	the personal pronoun 'I' relates to themselves		use 'went' as the past tense of 'go'		
Terminology (term introduced) BOLD: Expressive Unbold: receptive	Sound letter capital letter (own name) Label	Word Phoneme frame List Segment Blend	Finger space Phrase Tricky word	Sentence Full stop		

Spelling	<p>link sounds to letters (see phonics progression map)</p> <p>orally segment the sounds heard in words</p> <p>represent initial sound in simple words</p>	<p>represent initial, end and medial sounds using taught phonics.</p> <p>write CVC words</p>	<p>segment the sounds in simple words for spelling CCVC and CVCC words</p> <p>use taught digraphs in writing (see phonics progression map)</p>	<p>spell words using correct GPCs</p> <p>use 'l' in writing.</p> <p>spell words within dictated sentences</p>	<p>identify the part of common exception words that is tricky to spell</p>	<p>spell words by identifying sounds within them and representing the sounds with a letter/letters</p> <p>write some longer words using phonic knowledge (2 syllables +)</p>
Common Exception Word Spelling List		a, is	to, the, go, no, was, l	he, we, me, be, she, my	they, are, his, has	you, so, do
Spelling strategies	<i>Teacher to model using letter names to spell children's name</i>	<p><i>Use phoneme frames in phonics as a spelling tool</i></p> <p><i>Use phase 2 sound mats to support writing (with picture frieze)</i></p>	<p><i>Teacher to model using letter names to spell common exception words</i></p> <p><i>Use phase 3 sound mat to support writing (with picture frieze) from the teaching of set 6</i></p>			<i>Use phase 3 and 5 sound mats to support writing (with picture frieze)</i>
Handwriting: Kinetic Letters	<p>Introduce –</p> <p>Jumper Family: h n m r b p</p> <p>Abacadabra Family: c o a</p>	<p>Introduce –</p> <p>Abacadabra Family: d g s q</p> <p>Window Cleaner Family: l t i u</p> <p>Special Squirrel: e</p> <p>Fisher Family: j (g) f y</p> <p>Slider Family: v w x z k</p>	<p>Kinetic Letters: Assess, Detect, Correct</p>			
Vocabulary BOLD: Expressive Unbold: receptive						
Broader Compositional Skills			<p>identify specific successes in our phrase writing, with adult support e.g. identify a digraph in their writing</p>	<p>Practise repeating a phrase to hold it in memory until the point of writing</p>	<p>Hold a rehearsed phrase in memory until the point of writing</p>	<p>hold a rehearsed sentence in memory until the point of writing</p> <p>re-read a sentence to check it makes sense (Drafting)</p>

YEAR 1 Medium Term Planning - Writing

Writing Area	Autumn 1 We are learning to/that...	Autumn 2 We are learning to/that...	Spring 1 We are learning to/that...	Spring 2 We are learning to/that...	Summer 1 We are learning to/that...	Summer 2 We are learning to/that...
Text genre	Lists – The Colour Monster Narrative – The Stormwhale	Poetry – Fireworks Narrative – The Snail and the Whale Letters – The Jolly Postman/The Jolly Christmas Postman	Narrative – The Toymaker and Toys in Space Fact Files about toys	Narrative – Goldilocks and the Three Bears and Little Red Riding Hood	Instructions – Fruit kebabs/sandwiches Recount – Life boat museum	Fact files – London Narrative – What Katie did in London Letter – new teacher
Oral Composition	say aloud what I am going to write about		compose and rehearse a sentence orally		read aloud our writing clearly enough to be heard by our peers and teacher	
Sentence Structure	a simple sentence is made up of a subject (noun) and a verb (and sometimes a bit more) write noun phrases	write simple regular statements write sentences in the simple present tense.	write a sentence in the simple past tense. use 'and' to add an additional word	use 'and' to add an additional phrase.	join two main clauses using 'and'	
Punctuation	consistently use finger spaces, full stops at the end of sentences and taught capital letters at the start of sentences e.g. I T (EYFS)	use capital letters for personal pronoun 'I'		use capital letters for days of the week a pronoun is used instead of a noun, or group of nouns use capital letters for names of people/proper nouns	an exclamation mark is used at the end of a sentence to show sudden or strong emotion or that someone is shouting identify and use exclamation marks	use capital letters for names of places understand that a question mark is used at the end of a sentence to show that it is a question identify and use question marks
Grammar	identify nouns	identify verbs	a proper noun is the name of a specific person or place and starts with a capital letter	singular means one and plural is more than one use plural 's' and 'es' correctly in terms of the meaning of the word a pronoun is used instead of a noun, or group of nouns		
Terminology (term introduced) BOLD: Expressive Unbold: receptive	Subject Noun Capital Letter description setting character retell lower case	Statement Verb Plan Sequence Irregular verb Re-read Letter	past tense proper noun conjunction	singular plural compound words root word suffix pronoun	Main clause exclamation mark	question mark prefix

Spelling	<p>write dictated sentences with sounds and words learnt</p> <p>spell words by identifying sounds within them and representing the sounds with a letter/letters (EYFS)</p>	<p>use a sound mat to write phonetically plausible spellings</p>		<p>build compound words from known words</p> <p>spell the days of the week</p> <p>spell -s and -es plurals</p> <p>spell using suffixes -ing, -ed, where there are no changes to the root word.</p>	<p>know the names of the letters of the alphabet</p> <p>use letter names to distinguish between alternative spellings</p> <p>spell using suffixes -er, -est where there are no changes to the root word</p>	<p>spell using the prefix -un</p> <p>spell numbers as words</p>
Common Exception Word Spelling List	<p>the, to, I, no, go, into, are, was, we, he, me, she, be, her, all, my, you, they</p>	<p>'to be' was, were, is, are, am, be 'to have' has, had, have</p>	<p>do, so about, mouse some, come when, what out, your, their, says, by there, were</p>	<p>Mr, Mrs, house, little, oh, said, came Looked, look, called</p>	<p>put, push, pull one make, thought, made, our, school. Through, work, saw, very, different, today, time, want</p>	<p>asked, laughed, I'm, please, here</p>
<i>Spelling Strategies</i>	<p>Use phoneme frames in phonics and as a spelling tool</p> <p>Use knowledge of common positioning of graphemes to support spelling from teaching of set 14 e.g. y at end of word for long e sound</p> <p>From teaching of set 14 – use letter names to distinguish between graphemes</p>	<p>Use phoneme frames as a spelling tool</p> <p>Use dictated sentences to embed spelling</p>	<p>Use phase 5 sound mat to support writing (with picture frieze)</p>	<p>Teach children to identify and spell the root word before writing words containing suffixes or prefixes</p>	<p>Use speed chart sound mat (with picture frieze)</p> <p>Make word families using analogy e.g. fright – night – sight – light</p>	
Handwriting	<p>to write the Capital Letters starting at the top (introduce the letter name alongside this teaching) P for Poole N for Noi</p> <p>Which lower-case letters belong to which handwriting 'families'</p>	<p>to write the Capital Letters starting at the top (introduce the letter name alongside this teaching) A larger version of the small letter: C O S U V W M + R for Little Red Riding Hood + D for Dear</p> <p>form digits 0-9 starting at the top</p>	<p>to write the Capital Letters starting at the top (introduce the letter name alongside this teaching)</p> <p>Straight Lines: L F E H (I T ensure secure from EYFS)</p>	<p>to write the Capital Letters starting at the top (introduce the letter name alongside this teaching) Diagonal Lines: A X Z Y K Straight & Curved lines: B G J Q</p>		<p>form lower-case letters of the correct size, relative to one another</p>

Vocabulary BOLD words – expected to understand, know and use. UNBOLD – as a minimum pupils understand.			Use and understand the verbs: have, like, be, love, hate.		Use familiar story language in their own writing. <ul style="list-style-type: none"> • Once upon a time • One day • Suddenly • Then / next • Finally • Happily ever after 		Use story language in their own writing <ul style="list-style-type: none"> • Once upon a time • One day • Then / next • Finally • Happily ever after
Composition:	Plan & rehearse		plan our writing using pictures to help sequence ideas	arrange ideas in sequence	use a known story as a starting point for writing	use the past tense when retelling stories or recounting experiences	use a simple given tool e.g. a story map, washing line
	Drafting		write sentences to match picture sequences.		sequence sentences	refer to given planning to ensure sequence of ideas use a real life experience as a starting point for writing	use a familiar plot to structure the opening, middle and end of their own story.
	Written composition		write sentences beginning with I know and use the different forms of the irregular verb 'to be' (was, were, is, are, am, be) know and use the different forms of 'to have' (has, had)		use common regular past tense (walk/ed, jump/ed) use common irregular past tense verbs (go/went, see/saw, ran/run, write/wrote, swim/swam, eat/ate)		sequence sentences to form short narratives
	Evaluate and Edit	With support, read what they have written	re-read a given sentence and change words, structure or punctuation		independently re-read our own sentences to check it makes sense	read aloud our writing clearly enough to be heard by peers and teacher to discuss their writing with a teacher to make changes.	reread what we have written to check it makes sense and make changes

YEAR 2 Medium Term Planning - Writing

Writing Area	Autumn 1 We are learning to/that...	Autumn 2 We are learning to/that...	Spring 1 We are learning to/that...	Spring 2 We are learning to/that...	Summer 1 We are learning to/that...	Summer 2 We are learning to/that...
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<p>Text genre</p>	<ul style="list-style-type: none"> • Narrative (Retelling a familiar story) – The Koala Who Could and After the Fall • Matilda – character description 	<ul style="list-style-type: none"> • Fact Files (TGFOL) • Instructions – how to make bread • Letters (Christmas) 	<ul style="list-style-type: none"> • Poetry (Midnight Feasting) • Non-chronological reports – rainforest animals 	<ul style="list-style-type: none"> • Narrative – The Lighthouse Keepers Lunch • Recounts following educational visits 	<ul style="list-style-type: none"> • Non-Chronological report (David Attenborough) • Narrative (Retelling a familiar story) – Greta and the Giants 	<ul style="list-style-type: none"> • Narrative (The Tear Thief) • Letters – new schools and teachers • Poems related to leaving (friendship poems)
<p>Sentence Structure</p>	<p>use noun phrases for description</p> <p>identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command.</p> <ul style="list-style-type: none"> • statements express a fact, idea or opinion. <p>use capital letters for names of places and months of the year.</p>	<p>know that a conjunction is a word that joins clauses together and that these can be co-ordinating or subordinating.</p> <p>write sentences using 'and', 'or', 'but' to join ideas or simple sentences (co-ordination).</p> <ul style="list-style-type: none"> • To use 'and' to join a simple sentence to a word, phrase or another sentence, when ideas are similar or additional. • To use 'or' to join a simple sentence to a word, phrase or another sentence, when ideas are different or a choice. • To use 'but' to join a simple sentence to a word, phrase or another sentence, when ideas are unexpected or the opposite. <p>use expanded noun phrases for description and specification.</p> <p>identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command.</p> <ul style="list-style-type: none"> • commands tell the reader to do something (instructions) • commands start with imperative verbs 	<p>identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation or questions</p> <ul style="list-style-type: none"> • questions start with who, what, where, when, why, how, or a verb, e.g. are, have, can. • questions have an answer <ul style="list-style-type: none"> • use present and past progressive to mark actions in progress. (grammar focus) <ul style="list-style-type: none"> • the present progressive is used to describe an ongoing action, using is / are and the suffix -ing for verbs. (grammar focus) 	<p>write sentences using 'when', 'if', 'that', 'because' to join ideas and simple sentences (subordination).</p> <ul style="list-style-type: none"> • use 'if' to join a simple sentence to a phrase or another sentence, to show that something must happen before another thing can happen. • use 'that' to add more detail to a sentence or idea. <p>use past and present tense consistently.</p> <p>sequence a series of linked sentences to write simple, coherent narratives, about personal experiences and those of others (real and fictional).</p> <p>ensure subject and verbs agree when writing.</p> <p>use present and past progressive to mark actions in progress.</p> <ul style="list-style-type: none"> • the past progressive is used to describe an ongoing action, using was / were and the suffix -ing for verbs 	<p>identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command.</p> <ul style="list-style-type: none"> • exclamation sentences start with 'how' or 'what', and must include a verb. • Identify the structure of statements, exclamations, questions, commands • give a simple reason why a sentence is a statement, exclamation, question or command. 	<p>Revisit</p> <p>write sentences using 'and', 'or', 'but' to join ideas or simple sentences (co-ordination).</p> <p>write sentences using 'when', 'if', 'that', 'because' to join ideas and simple sentences (subordination).</p> <p>identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command.</p> <ul style="list-style-type: none"> • exclamation sentences start with 'how' or 'what', and must include a verb. • Identify the structure of statements, exclamations, questions, commands • give a simple reason why a sentence is a statement, exclamation, question or command.

<p style="text-align: center;">Punctuation</p>	<p>write statements and use a full stop correctly at the end.</p>	<p>write commands and statements and use a full stop correctly at the end.</p> <p>use commas to separate items in a list.</p> <ul style="list-style-type: none"> - use the word 'and' before the last item in a list. - understand that commas are used to separate adjectives in an expanded noun phrase. 	<p>write questions using a question mark correctly at the end.</p> <ul style="list-style-type: none"> - know the question mark replaces the full stop. 	<p>write exclamations using an exclamation mark correctly at the end.</p> <ul style="list-style-type: none"> - an exclamation mark is used at the end of an exclamatory sentence. - an exclamation mark is used at the end of words, phrases and sentences to show sudden or strong emotion (e.g. shock, anger, surprise). <p>use apostrophes to show contractions.</p> <ul style="list-style-type: none"> - when words are contracted, letters are missed out. - when words are contracted, the apostrophe shows where letters are missing. - use apostrophes to show a singular contraction with common words (in the present tense). - use apostrophes to show a plural contraction. - use apostrophes for contraction to show the progressive tense. - use apostrophes for negative contractions. 	<p>use apostrophes to mark singular possession.</p> <p>use apostrophes to show contractions.</p> <p>use apostrophes to mark singular possession.</p> <ul style="list-style-type: none"> - an apostrophe shows that an object belongs to a subject. - when a name ends in 's', just the apostrophe is added. 	<p>Recap all punctuation that has been taught in year 2;</p> <ul style="list-style-type: none"> • Full stop • Question marks • Exclamation marks • Commas • Apostrophe
<p style="text-align: center;">Grammar</p>	<p>a subject is a person, place or thing.</p> <ul style="list-style-type: none"> - a noun is the name of a person, place or thing. - a proper noun is the name of a specific person or place and starts with a capital letter. <p>that a verb is a 'doing' or 'action' word.</p> <ul style="list-style-type: none"> - there are action verbs (e.g. acting, doing) and inaction verbs (being, having, liking) <p>use adjectives to describe and specify.</p> <ul style="list-style-type: none"> - an adjective describes the noun. - an adjective most commonly comes before the noun in a sentence. - use two adjectives to describe a noun. <p>when two adjectives describe a noun this is called an expanded noun phrase</p>		<p>use -ly to turn adjectives in to adverbs for description.</p> <ul style="list-style-type: none"> - an adverb describes a verb. - use adverbs that end in -ly to describe how something happens /happened. 	<p>use the suffixes -ness and -ment (to form nouns).</p> <p>use the suffixes -ful and -less to form adjectives.</p> <ul style="list-style-type: none"> - a suffix is a complete group of letters added to the end of a word. - adding a suffix changes the meaning of a word. 	<p>Secure understanding of nouns, verbs, adjectives and adverbs</p>	

<p>Terminology (term introduced)</p> <p>BOLD: Expressive Unbold: receptive</p>	<p>noun noun phrase expanded noun phrase statement proper noun verb adjectives specify homophone audience purpose</p>	<p>Conjunction Co-ordination Command Comma</p>	<p>Consonant</p>	<p>Narrative Subordination Adverb</p>	<p>Edit Dictionary Apostrophe Possession Exclamation Contraction</p>	
<p>Spelling</p>	<p>use new ways for spelling phonemes for which one or more spellings are already known e.g. ai, ay a_e</p> <p>segment spoken words into phonemes and represent these with graphemes (full range of GPCs)</p> <p>spell year 2 homophones and near homophones – sea/see, be/bee, blue/blew, l/eye</p>	<p>spell using syllables (set 23)</p> <p>to spell year 2 homophones and near homophones – to/two/too, here/hear, won/one, sun/son</p> <p>spell using suffixes –ing, -ed, where there are no changes to the root word. (revisit year 1)</p>	<p>add ed, ing, er and est and y to words ending in e with a consonant before it. (eg: wide, wider, widest make-making bake- baked)</p> <p>add ed, ing, er and est and y to words of one syllable ending in a single consonant letter after a single vowel letter (eg: sit-sitting / thin – thinner / plan-planned / sun – sunny)</p> <p>spell year 2 homophones and near homophones – pair/pear, weak/week, break/brake, quiet/quite</p>	<p>add suffixes -ful, -less, add suffixes –ment, -ness</p> <p>add 'es' to nouns and verbs ending in y.</p> <p>spell year 2 homophones and near homophones – knew/new, buy/by, ate/eight, there/their/they're</p>	<p>add ed, ing, er and est to root words ending in y with a consonant before it. (eg: marry – married happy – happier dry – drying)</p> <p>spell year 2 homophones and near homophones – fare/fair, no/know, meat/meet, flour/flower</p> <p>spell contracted word forms (he's, it's, she's, I've, they've, we've, couldn't, won't, can't, don't)</p>	<p>spell year 2 common exception words (see below)</p> <p>write dictated sentences using GPCs, words and punctuation learnt</p>
<p>Common exception word Spelling List</p>	<p>Revisit phase 2-5 tricky/CEWs from Year 1 Relevant CEWs; child, children, pretty, beautiful, wild, climb, only, both, most</p>	<p>Door, poor, floor Find, mind, kind, behind Christmas Money (teach alongside maths)</p>	<p>Told, cold, gold, hold, old Every, everybody, even Great, steak, break Sure, sugar Eye Could, would, should</p>	<p>After, past, last, fast, father Grass, pass, class Plant, path, bath Half (teach alongside fractions in Maths) Because</p>	<p>Who, whole Any, many Hour Prove, improve, move</p>	<p>Clothes Busy People Water Again Parents</p> <p>Revision of all KS1 CEWs</p>
<p>Spelling strategies</p>	<p><i>Use speed chart sound mat</i></p>	<p><i>From the teaching of set 23, teach children to use syllables for spelling – focus on the sounds of each syllable</i></p> <p><i>Use a syllable frame</i></p>	<p><i>Teaching of spelling rules including adding suffixes (ed, ing, er, est)</i></p>	<p><i>Teaching of spelling rules including adding suffixes (ful, less, ment, ness, es)</i></p>	<p><i>use the first letter to find words in a first dictionary</i></p>	<p><i>use the first letter to find words in a first thesaurus</i></p>

Handwriting		form lower-case letters of the correct size, relative to one another	to form capital letters of the correct size, relative to one another	form capital letters and lower-case letters of the correct size, relative to one another	Use the diagonal strokes needed to join letters Diagonal joins: an co di ei hui m ka li ma np ui	Use the the horizontal strokes needed to join letters Horizontal joins: va wo ru wa oc ro wn ve re oe
Composition:	Plan & rehearse	understand the audience and purpose of our writing. - the 'audience' is the reader of our writing. - the 'purpose' is the reason for writing.	write down ideas/keywords including new vocabulary. plan what we are going to write about using a simple given planning tool. - produce a flow chart to show a process or after a practical activity.			
	Written composition	encapsulate what they want to say, sentence by sentence.			narratives include extra details to interest the reader. - To include extra details to set a scene. - To give extra details about what is happening.	use new vocabulary from our reading, discussions about it (one-to-one and as a whole class) and from our wider experiences.
	Evaluate and Edit	reread to check that all sentences start with a capital letter and end with a full stop.	read aloud their writing, pausing at punctuation, as a way to check that our writing is clear.	reread to check that our writing makes sense and that the correct tense is used throughout.	evaluate our writing with the teacher or other pupils and make additions, revisions or corrections.	edit and improve own writing by strengthening the use of verbs, nouns, adjectives and adverbs (using a purple pen)