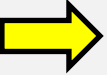
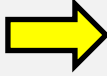


Greenfields Academy (Primary) - Long Term Planning – Writing

Academic Year Overview 2020/21 – Primary 2

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
 	Personal Writing – Diaries	Information Texts	Persuasive Writing	Story Writing	Recounts	Non-Chronological Reports
	Story Writing	Narrative Poetry	Personal Writing - Letters		Explanation Texts	Enrichment and Transitions
Weekly Sequence	KEY: C - Coverage N - New Learning R - Recall of prior learning A – Assessment SC – Taught during COVID19 school closure.					
1	Staff Training	C – Information Text N – I can read and talk about an information text. N – I can find specific information within an explanation text.	C - Persuasive Writing/Media N – I can identify purpose of persuasive media. N – I can identify and talk about different persuasive media.	C – Story Writing N – I can listen to and respond to questions about a story, N – I can work out what a character is thinking or feeling and explain my ideas.	C – Recounts N – I can explore a newspaper. N – I know and can identify features of a newspaper.	C – Non-Chronological Reports N – I can read and answer questions using a non-chronological report. N – I can identify some features of a non-chronological report.
2	Staff Training	C – Information Text N – I know and can identify some features of an information text.	C - Persuasive Writing/Media N – I can talk about and identify some features of persuasive writing.	C – Story Writing N - I can speak in role as a character to explain their thoughts, feelings and actions.	C – Recounts N – I can identify and write for a target audience. N – I can explain and identify bias within a report.	C – Non-Chronological Reports R – I can identify some features of a non-chronological report.

		N – I can organise information using paragraphs.	N – I can evaluate different examples of persuasive media.	N – I can describe a character.		N – I can research and organise facts for a non-chronological report.
3	C – Dairies N – I can read and answer questions using a diary. N - I can identify the features of a diary in an example text.	SC – Information Text N – I use model verbs N – I can use adverbials N – I can build sentences and paragraphs for an information text.	C - Persuasive Writing/Media R – I can talk about and identify some features of persuasive writing. A – I can write and perform a persuasive radio advert (in the context of Topic work).	C – Story Writing N - I can describe a setting. N – I can use interesting adjectives.	C – Recounts N – I can plan and write a simple report (in the context of Topic work). R – I can edit and improve my own work.	C – Non-Chronological Reports N – I can create a plan for a non-chronological report. N – I can write an introductory paragraph for a non-chronological report. N – I can use relative clauses.
4	C – Dairies N – I can plan and write a diary entry (in the context of Topic work). N – I can write in first person. N – I can write in present tense. N – I can evaluate and improve my own work.	SC – Information Text A – I can plan and write an information text. R – I can evaluate and improve my own work.	C – Letters N – To explore formal letters. N – To understand reasons why letters are sent. N – To know and use some examples of formal language.	C – Story Writing N - I can compare and describe settings. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	C – Explanation Texts N – I can read and answer questions about an explanation text. N - I can identify the features of an explanation text.	C – Non-Chronological Reports A – I can use a plan to write a non-chronological report. R – I can evaluate and improve my own work.
5	C – Story Writing N – I can read and respond to stories. N – I can select key events from a story to create a storyboard.	C – Poetry N - I can read and understand a poem. N - I can look in detail at the language a poem uses. (N - I can perform a poem by heart).	C – Letters R – To know and use some examples of formal language. N – To know the basic layout of a letter. N – To identify key features within an example.	C – Story Writing A - I can write a description of a setting. R - I can edit and improve my work	C – Explanation Texts R - I can identify the features of an explanation text. N – I can compare text types. N – I can use appropriate language for an explanation text.	Enrichment and Transitions

			N – To correctly write an address			
6	C – Story Writing N - I can analyse elements of a character description and plan my own character. N - I can write the beginning and build up to my story.	C – Poetry N - I can identify and discuss poetic conventions. N - I can plan and write an imitation poem. N - I can perform my poem.	C – Letters A – I can plan and write a formal persuasive letter (in the context of Topic work). R – I can evaluate and improve my own work.		C – Explanation Texts A – I can plan and write an explanation text (in the context of Topic work). R – I can improve my own work.	Enrichment and Transitions
7	C – Story Writing N - I can plan and write the dilemma for my story N – I can write an ending to my story.	Enrichment				

Skill Check

Writing Composition	<i>Plan their writing by:</i> Noting and developing initial ideas, drawing on reading and research where necessary. <i>Evaluate and edit by</i> • 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>Draft and write by:</i> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <i>Evaluate and edit by</i> Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<i>Plan their writing by:</i> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	<i>Plan their writing by:</i> In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <i>Evaluate and edit by:</i> Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<i>Draft and write by:</i> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• summarising longer passages. <i>Evaluate and edit by:</i> Assessing the effectiveness of their own and others’ writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	<i>Plan their writing by:</i> Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
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					Ensuring the consistent and correct use of tense throughout a piece of writing	
Writing Transcription	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>
Vocabulary, punctuation and grammar	Using passive verbs to affect the presentation of information in a sentence. Punctuating bullet points consistently.	Using the perfect form of verbs to mark relationships of time and cause. Using expanded noun phrases to convey complicated information concisely.	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	Using brackets, dashes or commas to indicate parenthesis. Using semi-colons, colons or dashes to mark boundaries between independent clauses.	Using modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Using commas to clarify meaning or avoid ambiguity in writing. Using hyphens to avoid ambiguity. Using a colon to introduce a list.
Handwriting and presentation	<p><i>Write legibly, fluently and with increasing speed by:</i></p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. • choosing the writing implement that is best suited for a task. 					
Spoken Language	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication. 					