

Programme of Study	Activities	Success Criteria
<p>Week 1 – 3 days</p> <p>Develop a positive attitude towards and stamina for writing</p>	<p>Day 1- Prepare the children for writing: News Writing + library</p> <p>Day 2 – Postcard/get well card based on The Schoolhouse Cats</p> <p>Day 3 – SpaG lesson and assessment, in preparation for grouping + library</p>	<p>I can retell some events in a lively and interesting way</p> <p>I use capital letters and full stops</p> <p>I use the correct spellings for key words that are on the word bank</p>
<p>Week 2 and 3</p> <p>Write narratives about personal experiences (real and fictional)</p> <p>Write for different purposes</p> <p>Write fictional stories. Develop ideas by reading a wide range of fiction and non-fiction texts</p>	<p>Fiction:</p> <p>Mr Wolf’s Pancakes –2 days - letter writing to or from Mr Wolf about what he did or what he might have done. Cross-curriculum PSHE</p> <p>Grammar: Introduce the word ‘noun’ and what it means.</p> <p>Write noun phrases. ‘The <u>dog</u> is in the <u>kennel</u>.’ ‘The <u>girls</u> play with the <u>toys</u>.’</p> <p>Katie Morag and the Two Grandmothers</p> <p>Retell the story in own words using the idea of a story mountain to develop structure</p> <p>Describe a character in the story.</p> <p>Create a character who might fit in to this type of story.</p> <p>Plan how to incorporate this new character into the text.</p> <p>As a class, write a simple Katie Morag story. Use a wide variety of language and ensure participation by all members of the class.</p> <p>BIG WRITING: Write their own Katie Morag Story ‘Katie and the...’</p> <p>Grammar and Phonics:</p> <p>Continue working on diagraphs and trigraphs ir/ur/oo/oa/ou/ow ue/ew, or/aw/au/air</p> <p>Revisit nouns, adjectives and introduce Verbs with ‘The bear went over the mountain.’ Write sentences and identify each word grammatically.</p> <p>Whole class handwriting: joining small to tall letters</p> <p>Explore common misspellings</p> <p>Dictation passage</p>	<p>I can write a simple letter</p> <p>I give an opinion about Mr Wolf’s actions</p> <p>I am able to tell others about the story in sufficient detail and using interesting language.</p> <p>I am able to describe the characters and any changes that might occur.</p> <p>I can write my own stories and descriptions.</p> <p>I can describe a character</p> <p>I am able to write a story in 3 parts.</p> <p>I try to use joining words to extend my sentences.</p> <p>I always check that my sentences make sense.</p>

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<p>Week 4 and 5</p> <p>Plan their writing either using note making or saying out loud what they are going to write about.</p> <p>Evaluate their own work; revising, adding or correcting independently</p> <p>Read their own work with intonation to make the meaning clear</p>	<p>Guy Fawkes – The Gunpowder Plot</p> <p>Close read text to gain information. Undertake simple comprehension exercises differentiated to each child's.</p> <p>Make simple notes from non-fiction text, for example key words and phrases, headings, to use in subsequent writing.</p> <p>Draw on knowledge and experience of texts in deciding and planning what and how to write.</p> <p><u>BIG WRITING:</u> <u>Write a detailed account of the story of Guy Fawkes and give reasons behind his actions.</u></p> <p><u>Grammar and Phonics:</u> Common diagraphs or trigraphs, magic 'e' (recap from year 1) ai/ay/ar, ee, ea, (a-e, i-e, o-e, u-e)</p> <p>Revisit Nouns from last week.</p> <p>Introduce adjectives and distinguish within a sentence.</p> <p>Whole class handwriting. Joining small letters.</p> <p>Write sentences that use adjectives. Note the addition of 'ful' to exemplify words that can be changed into adjectives. Care/careful, beauty/beautiful, sorrow/sorrowful, play/playful</p> <p>Explore common misspellings</p> <p>Dictation passages.</p>	<p>I am able to identify the most important parts of a text.</p> <p>I can make a note of key words and phrases that will help me in my own writing.</p> <p>I am able to use some joining words to improve the quality of the sentences that I write.</p>
<p>Week 6 and 7</p> <p>Write poetry and develop comprehension and experience of different poetry styles</p>	<p><u>Class Assembly Practise</u></p> <p>Weather and Seasons Poetry</p> <p>Speak with clarity and use appropriate intonation when reading and reciting texts.</p> <p>Explore how particular words are used, including words and expressions with similar meanings</p> <p>Draw on knowledge and experience of texts in deciding and planning what and how to write</p> <p>Make adventurous word and language choices appropriate to the style and</p>	<p>I join in whole class reading and try to express myself well.</p> <p>I try to show what a text means by using descriptive words.</p> <p>I am able to say what I like or dislike about a text and give reasons for this.</p> <p>I am adventurous with the words I use and try to make my writing interesting.</p>

purpose of the text
Make cloud/weather symbol poems
BIG WRITING: Weather or Seasons Poetry
Children to write patterned poetry
culminating in their own, individual choice
of poetry style writing

Grammar and Phonics:

Revisit diagraphs and trigraphs.
Ensure knowledge of magic 'e' – this is an
area that is often poor hence repetition of
learning.

Recap on **verbs, nouns, adjectives.**

Dictate sentences and ask children to
identify each type of word.

Whole class handwriting – joining letters
with tails.

Begin to identify different types of
sentence; eg, question, instruction,
statement, exclamation