

Writing Long Term Plan

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	All about me	Autumn Celebrations	Polar regions Winter	Space and Journeys	How do things grow? Mini beasts	Under the sea
WRITING GENRES	Writing initial sounds to label words. Re-tell familiar stories. Joining in and contributing to whole class story time.	Begin to write cvc words for simple lists or labelling pictures. Re-tell poems Retell stories	Continue to write cvc words. Re-enacting stories through language. Continue to read and write lists and labels with known sounds. Begin to write very short captions. Learn some HFW	Continue to read and write captions and develop into short simple sentences for a range of purposes. Learn more HFWs. Re-enacting stories. Recount of how I travelled to the moon.	Write simple sentences for non-fiction purpose and to re-tell parts of stories. Build up a larger range of HFW.	A range of sentences phonetically spelt which includes some correctly spelt HFW. Instructions on how to plant a seed.
TEXTS	Starting School What makes me a me? Elmer The colour monster Fox makes friends	The Gruffalo Owl Babies The Squirrels who Squabbled Non-fiction woodland texts	Percy the Park Keeper – After the Storm. Snow Bear Lost and Found Six dinner Sid	Goodnight moon The Way Back Home Whatever Next?	Jack and the Beanstalk The Tiny Seed Ten Seeds The Very Hungry Caterpillar The Teeny Weeny Tadpole	Rainbow Fish Tiddler Commotion in the ocean The Mermaid of Zennor Sharing a Shell The Snail and the Whale
Early learning Goals	Write recognisable letters, most of which are correctly formed.					
Literacy-writing	Spell words by identifying sounds in them and representing the sounds with a letter or letters.					
	Write simple phrases and sentences that can be read by others					

Y1

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
TOPIC	Where Do I Live?		Toys Past and Present		Intrepid Explorers		Seasons		Animals		Around The World	
WRITING GENRES	Sentences Lists Labels Re-enacting the story		Instructions Lists Letters sentences		Recount Description lists Sentences Fact files		Lists Describing sentences Poems		Lists Sentences Fact File		Sentences Postcards Narrative	
TEXTS	The Three Little Pigs	Created by teacher	Created by teacher catalogues	The Jolly Christmas Postman	Aliens Love Underpants	Neil Armstrong Fact Sheets	Senses poems	Created by teacher	Rumble in the Jungle	Animal fact sheets Explore my world Koalas and Kangaroos	Postcards Explore my world Coral Reefs	The Tale of Peter Rabbit
Grammar	Write a simple sentence with a noun or pronoun. To write a simple sentence starting with a personal pronoun (I, he, she).		To use connectives of sequence: first, second and then. To write sentences that include adjectives. To write a simple sentence starting with a proper noun.		To write a simple sentence starting with a proper noun. (Review) <i>Neil Armstrong is a very brave astronaut.</i>		To use coordinating conjunctions 'and' and 'but'. Write a sentence using the coordinating conjunctions.		To write sentences that include adjectives. (Review)		To use coordinating conjunctions 'and' and 'but'. (Review)	
Punctuation	To use finger spaces. To begin to form my letters correctly. To sound out words and write the sounds I can hear. To start a sentence with a capital letter. To finish a sentence with a full stop.		To use a capital letter for I		To use capital letters for proper nouns (people, places, days of the week)		To use a question mark.				To use an exclamation mark for a word or sentence.	
Building description	To use determiners- a, an, this, the, my, your, his, her, some, all _____ hat		To know a range of adjectives- colour, size, age.		Use a noun phrase- Moon The moon The yellow moon The yellow, glowing moon.		To use prepositions- up, down, out, into, under, outside		To use adverbs for manner (how) ending -ly- quickly, carefully			

Y2

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
TOPIC	The Great Fire of London.		Living in Habitats Everyday Materials At the Farm		Florence Nightingale. Who are these people and how would their lives be different now? Lanhydrock		Growth and Survival Let's go on Safari.		Famous Queens. Who is Elizabeth 11?		Super Scientists Isaac Newton Map Makers.	
WRITING GENRES	F Diaries and stories with a descriptive setting.	NF Recounts	F Poetry	NF Non Chronological reports	F Poetry Character Descriptions	NF Fact files	F Letters and post cards	NF Instructions	F Biographies Persuasive Letters	NF Newspapers and fact files	F Poetry	NF Explanations Instructions
TEXTS	The Great Fire of London, Emma Adams Samuel Pepys extract		If I Were in Charge of the World, Free Verse.	Hibernation	Created by teacher text.	Created by teacher.	Little Evie in the Wild Wood. Jackie Norris	How to make a bird Feeder,	Queen Elizabeth King Charles	Created by teacher	Desk Diddler, Michael Rossin	How to, Usborne books.
Grammar	COMPOUND SENTENCE To write two simple sentences linked with 'and, but or so'.				COMPLEX SENTENCE To write complex sentences using the subordinating conjunctions 'because, when if, that'. (subordinate clause second). <i>I bought a new car, because my old one broke.</i>				To write commands using the imperative form of the verb: <i>Give me that pen. Take that away.</i> Write a statement that starts with a capital letter and finishes with a full stop.			
Punctuation	To ask a question and use a question mark.		To write a sentence that ends in an exclamation mark.		To use commas in a list. He had a bag, ball and a carpet.		Apostrophes for omission: he didn't, he couldn't		To put spoken words into inverted commas starting with a capital letter.			
Building description	Sequence words- next, last, an hour later		Use prepositional phrases- behind, above, along, between, before after, under the carpet.		Write expanded noun phrases: <i>The red balloon (determiner, adjective noun)</i> <i>The cat in the basket (determiner, noun, preposition,)</i>		Determiners most, all some, many, more, much		Up levelling sentences- replacing nouns (dog to terrier). Develop use of adjectives and adverbs.			

Y3

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
TOPIC	Stone Age to Iron Age. William Morris Newlyn school Health / movement		Countries around the World Pop up Books Christmas decoration Rocks and Fossils		Volcanoes and Earthquake How Plants grow		Invaders and Settlers: Romans. Light		The Railway Revolution. Light up signs		Deserts Forces Pointillism	
WRITING GENRES	F Narrative familiar setting	NF Recount	F Descriptive passages Linked to class text	NF Instructions How to make Christmas decs	NF Non Chronological report Volcano	F Poem Myth linked to class text	F Narrative	NF Diary	F Narrative linked to Class text Poem	NF Letter	F Narrative	NF Biography
TEXTS	Created by teacher	Skara Brae Star Carr Brochure By Dawn Finch	Hansel and Gretel Anthony Browne	Created by teacher	Class books Volcano Earthquakes DK Find out	Greek myths Theseus and the Minotaur	Created by teacher	The Journey of Illona A young Slave Richard Platt	The Iron Man	Linked to Iron Man	The Magic Paintbrush Julia Donaldson	Created by teacher
Grammar	COMPOUND SENTENCE Link two simple sentences with a co-ordinating conjunction And, but, so or or.		COMPLEX SENTENCE To write complex sentences using the subordinating conjunctions 'until, even if, although'. (subordinate clause second). <i>I bought a new car, because my old one broke.</i>		To identify different types of word class- conjunction, noun, verb, adjective, preposition, adverb				Identify subject of a sentence (can be a pronoun, noun or proper noun)		To know the difference between a subject and an object.	
Punctuation	Inverted commas- start dialogue with capital letter, close with inverted commas and say who said the words. Write what the next person says on the next line.		Use a comma after fronted adverbial phrase, prepositional phrase or adverb ending -ly. Amazingly, he passed the test! Under the table, the mouse hid.		Apostrophes for possession – revise from Y2.		Commas in a list – revise from Y2					
Building description	Prepositions- next to, by the side of, in front of, during, throughout, because of, as a result		Express time, place and cause using prepositions- before, after, during, in, because of.		Expressing time, place and cause using adverbs- then, next, soon		To develop use of possessive pronouns- my, your, his, hers, its, ours, theirs _____ hat		Use qualifier words enough, less, few, lots, non, both, each, every, few, neither, several.		Know when to use a or an	

Y4

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
TOPIC	Anglo-Saxons, Picts and Scots States of Matter		Rainforest Living in Environments Plants DT – Christmas stockings Minack Shakespeare Festival		Crime and Punishment Sound		Settlements Eating and Digestion		The Maya Circuits and Conductors		Our European Neighbours	
WRITING GENRES	F Setting descript Poetry	NF Newspaper Report	F Narrative 3 rd person	NF Instructions Christmas Stocking	F Poetry	NF Formal letter writing	F/NF 1 st Person Narrative	NF Explanation Text	NF Biography	F Diary	NF Non- chronological reports	NF Discussion/debate
TEXTS	Extracts from class text	First News	Model text by teacher Class text	Snowflake instructions /video How to Make a 3D Paper Snowflake: 3 Simple Tutorials (wikihow.com)	Model text by teacher Sound Collector by Roger McGough	Model text by teacher	Model text by teacher	Model text by teacher How Does the Digestive System Work for Kids DK Find Out	Model text by teacher	Extracts from class text	Model text by teacher	Debate documents on literacy WAGOLL website
Grammar	COMPOUND SENTENCE (Revisit from Y1/2/3) Link two simples sentences with all co-ordinating conjunctions: And, but, so or or.		COMPLEX SENTENCE (Revisit from Y2/3) To write complex sentences using the subordinating conjunctions 'until, even if, although'. (subordinate clause second). <i>I bought a new car, because my old one broke.</i>		COMPLEX SENTENCE To write complex sentences starting with -ing and a comma. <i>Flying through the air, Harry crashed into a tree.</i>		COMPLEX SENTENCE To write complex sentences using an -ing drop in clause and two commas. <i>Tom, smiling secretly, hid the magic potion book.</i>		Write a sentence with three actions <i>He scabbled in the tree, reached precariously towards the leaf and plucked it from the tree.</i>		Start a sentence with a preposition and a comma. (Revisit from Y3) Under the tree,	
Punctuation	Capital letters for proper nouns: names, places, days of the week, titles and languages.				Use inverted commas preceded by speaker, Mary yelled, "Sit down!". Capital and punctuation between inverted commas, new speaker new line and add an adverb for manner.				Possessive apostrophe for regular singular and plural nouns.			
Building description	Expanded noun phrases- 'teacher' becomes ;strict teacher with a grey beard'.		Fronted adverbials followed by a comma Scared, the boy hid.		Prepositions- at, underneath, since, towards, beneath, beyond.		Know the difference between a preposition and an adverb.		Use possessive pronouns- mine, yours, his/hers. Theirs.. ours.		Use pronouns to avoid repetition. Use model verbs- should, would, could.	

Y5

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
TOPIC	The UK.		Who were the ancient Greeks?		Anglo Saxons		Investigating Rivers		Extreme Earth		Local History What was it like to work in a Cornish tin mine?	
WRITING GENRES	Fiction – Visual Text linked to PHSE – Wing it	Non-Fiction Visit Rough Tor Biography Shackleton	Fiction Poetry (Haiku)	Non-fiction- Non-chronological report – The Greeks (linked to history). Non Fiction- Minack Visit. Titanic newspaper report.	Spring 1 Fiction The Piano – visual text	Spring 1 Non-fiction - Writing a balanced argument.	Spring 2 Non-fiction - Persuasion Writing a "rightmove" advert.	Spring 2 Fiction Classic Poetry The Walrus and the carpenter.	Classic Fiction Sherlock Holmes – The Red-headed League	Non-fiction – Writing instructions linked to DT.	Fiction. Replay – Visual Text. Play script e.g. Macbeth	Non-Fiction Visit to Geevor Tin Mine. Write a recount
Text	Model text by teacher.	Captain Edward Smith Biography Dahl biography opening paragraph.	Read newspapers and historical newspaper.	Examples of Non-chronological reports linked to science e.g. animals.	Model text by teacher.	NLS Materials. Antarctic mine it or mind it?	Example reports and internet research.	Classic poetry.	Oak tree academy support materials.	Teacher model texts.	Modelled text by teacher. Examples of the texts.	Recount examples.
Grammar	Write sentences with relative clauses using who, which, that, whom, whose and an omitted pronoun.		COMPLEX SENTENCE (Build on Y2-4 with sub clause second). To write complex sentences using the subordinating conjunctions (subordinate clause first). <i>Because my old one broke, I bought a new pen.</i>		Start sentence with an -ed clause, Frightened of the dark, Tom hid under his bed all night.		Develop fronted prepositional phrases from greater effect: Throughout the stormy winter... Far beneath the frozen soil...		COMPOUND SENTENCE Secure use if linking two simple sentences with a co-ordinating conjunction And, but, so or or.		COMPLEX SENTENCE (revisit from Y4) To write complex sentences using an -ing drop in clause and two commas. <i>Tom, smiling secretly, hid the magic potion book.</i>	
Punctuation	Commas for parenthesis Speech in inverted commas with speech tag before and after. New line, new speaker. (Revisit Y3/4)				Bracket from parenthesis		Dashes for parenthesis				Colons in a play script.	

Building description	Embellish simple sentences	Range of adverbials and prepositions to develop descriptions.	Link ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly).	Edit sentences to explain or reduce to clarify meaning or effect.	Revisit - Range of adverbials and prepositions to develop descriptions.	Move parts of a sentence around to create different effect.
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Y6

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
TOPICS	What was it like for children in WW2? Electricity Me and My relationships		Local Geog. Study Healthy bodies Valuing difference Digital design- 3D Remembrance Day		History of Benin Kingdom Evolution and Inheritance Keeping Safe Digital design- webpage creation		South America Living things and habitats Rights and Respect Variables in games		How has life changed in Britain since 1948?- London Light Being my best		North America Growing and changing Transition Microbits	
CLASS TEXT	The Silver Sword- Ian Serrallier/ 1944 Tony Bradbury		War Horse- Michael Murpurgo		Crater Lake- Jennifer Killack		A Kind of Spark – Elle McNicoll.		Windrush child - Benjamin Zephaniah		Holes- Louis Sacher	
WRITING GENRES	F- Setting description	NF- Diary Informal Letter	F- Narrative 3 rd person	NF- Letter	F- Poetry	NF- Report/biograph	F- Narrative -Short story 1 st person	NF- Report	F- Recount	NF- Discussion	F- The Astronomer's Sun Poetry	NF- London Report
TEXTS	Created by teacher	Anne Frank's Diary	Varmints by Marc Craste / Portal story	The Lion and the Unicorn Shirley Hughes	Pie Corbett The Caravan John Harris poetry- Kynance Cove	Mary Anning Charles Darwin	The worst day of the week by Rufus Hornyold Strickland	Animals	Animation: The Astronomer's Sun	The Arrival – Shaun Tau	Animation	The London Eye Mystery and NF texts about London.
Grammar	COMPOUND SENTENCE Secure use if linking two simples sentences with a co-ordinating conjunction And, but, so or or.		COMPLEX SENTENCE To write complex sentences using the subordinating conjunctions (subordinate clause first or second.) <i>Because my old one broke, I bought a new pen.</i>		Combine compound and complex sentences.		Embellish simple sentences.		Develop cohesion with connectives to sequence, explain, contrast, summarise.		Relative clauses (Y4)	
Punctuation	Semicolons within list. Semicolons to mark boundaries.		Dashes to mark boundaries between clauses.		Colon and bullet points for a list. Colon to mark boundary between clauses.		Hyphen for compound words to avoid ambiguity		Inverted commas.		Ellipses to create suspense or missing words.	
Building description	Expanded noun phrases		Fronted adverbials		Collective and abstract nouns Model verbs.		Determiners and generalisers. Three types of pronoun- relative, possessive, personal		Subject object identified in passive and active sentences.		Formal and informal language.	

