

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 Snow and Ice	Space	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 Growing Frogs	Rainbow Fish Tiddler Commotion in the ocean The Mermaid of Zennor Sharing a Shell The Snail and the Whale
Early learning Goals Literacy-writing	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others</p>					

	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 Castles	
WRITING GENRES	Sentences Lists Labels Re-enacting the story		Instructions Lists Letters sentences		Recount Description lists Sentences Wanted Poster Fact files		Lists Describing sentences Poems		Lists Sentences Fact File		Sentences Postcards Narrative	
CLASS TEXTS	The Three Little Pigs Jemima the pig and the 127 acorns		Grandpa Christmas- Michael Morpurgo The Jolly Christmas Postman		Aliens Love Underpants How To Catch a Star		Classic Poems Little Bears Spring		Rumble in the Jungle The Owl Who Was Afraid of the Dark		Fluffles The Koala Who Could The Tale Of Peter Rabbit	
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	PostcardsExplore my world Coral Reefs	The Tale of Peter Rabbit
GENRE FEATURES GRAMMAR/ PUNCTUATION	To use finger spaces. To begin to form my letters correctly. To sound out words and write the sounds I can hear.	To use finger spaces. To begin to form my letters correctly. To sound out words and write the sounds I can hear. To use 'and' to join ideas together	To use 'and' to join ideas together To begin to punctuate my sentences using a capital letter and a full stop. To use capital letters for names of people, places, days of the week and the personal pronoun 'I'. To say out loud what I am going to write about. To produce my own ideas for writing.	To use 'and' to join ideas together	To use 'and' to join ideas together	To begin to punctuate my sentences using a capital letter and a full stop. To use capital letters for names of people, places, days of the week and the personal pronoun 'I'. To say out loud what I am going to write about. To produce my own ideas for writing.	To begin to punctuate my sentences using a capital letter and a full stop. To use capital letters for names of people, places, days of the week and the personal pronoun 'I'. To say out loud what I am going to write about. To produce my own ideas for writing.	To write sentences related to the topic I am writing about. To use adjectives to describe a noun	To write sentences related to the topic I am writing about. To use adjectives to describe a noun	To write sentences related to the topic I am writing about. To begin to punctuate my sentences using a question mark or an exclamation mark	To begin to punctuate my sentences using a capital letter and a full stop. To use capital letters for names of people, places, days of the week and the personal pronoun 'I'. To say out loud what I am going to write about. To produce my own ideas for writing. To use the conjunctions because, so, but	To use the conjunctions because, so, but. To begin to punctuate my sentences using a question mark or an exclamation mark

Y2

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
TOPIC	<u>Florence Nightingale.</u> Intent Question: Who are these people and how would their lives be different now? Lanhydrock		Living in Habitats Everyday Materials At the Farm		<u>The Great Fire of London.</u> Intent Question: How did London change after The Great Fire?		Growth and Survival Let's go on Safari.		<u>Famous Queens.</u> Intent question: Who is Elizabeth 11?		Super Scientists Isaac Newton Map Makers.	
WRITING GENRES	F Story Writing in a familiar setting,	NF Recounts Descriptive writing	F Poetry	NF Non – Chronological Reports	F Diaries Letters	NF Fact Files	F Character Descriptions Poetry	NF Instructions	F Biographies Persuasive Letters	NF Newspapers	F Poetry	NF Explanations Instructions
CLASS TEXTS		Marge in Charge. Isla Fisher	The Hogeheg Dick King-Smith	Nen, the Lonely Fisherman Tractor Man	My Funny Family	Cinnamon Michael Morpurgo	Little Evie in the Wild Wood. Jackie Norris	Princess Black	The Little Prince Michael Morpurgo The Day the Queen Quit	A Bear Called Paddington	Tiger, Tiger bBurning Bright	Horrible Scientists, Isaac Newton
TEXTS	Created by teacher.		If I Were in Charge of the World, Free Verse.	Hibernation	The Great Fire of London, Emma Adams Samuel Pepys annotated extracts	Great Fire of London annotated extracts prepared 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 Rassin	How to, Usborne books.
GENRE FEATURES GRAMMAR/ PUNCTUATION	To write sentences that are sequenced to form a short narrative (real or fictional) To write some sentences with	To write about real events, recording these simply and clearly To write sentences that are sequenced to form a short narrative (real or fictional)	To demarcate most sentences in my writing with capital letters (start of sentence, proper nouns, I) and full stops	To demarcate most sentences in my writing with capital letters (start of sentence, proper nouns, I) and full stops To use co-ordination (e.g. or/and/but) and some subordination (e.g.	To write sentences that are sequenced to form a short narrative (real or fictional) To write some sentences with capital letters and full stops	To demarcate most sentences in my writing with capital letters (start of sentence, proper nouns, I) and full stops To use question marks and	To use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses To use and have checked that my present and past tense is correct	To use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses To use and have checked that my present and past tense is correct	To write about real events, recording these simply and clearly To use an expanded noun phrase e.g. the red, shiny boat To begin to use commas in a list	To use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses To use and have checked that my present and past tense is correct	To use question marks and exclamation marks correctly when required	To write effectively and my writing makes sense for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.

	capital letters and full stops	To write some sentences with capital letters and full stops		when/if/that/because) to join clauses To use and have checked that my present and past tense is correct		exclamation marks correctly when required						
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Y3

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
TOPIC	<u>Stone Age to Iron Age.</u> Intent question: Do we know what life was like during Stone Age? Museum visit William Morris Newlyn school Health / movement		Countries around the World How plants grow Pop up Books Christmas decoration How plants grow		Volcanoes and Earthquakes Inventors of Britain Rocks and Fossils		<u>Invaders and Settlers: Romans.</u> Intent question: How did the Romans change Britain? Churches Architects and buildings		<u>The Railway Revolution.</u> Intent question: How did the railway change people's lives? Light Light up signs		Deserts Forces Pointillism	
Class text	Stone Age Boy Satoshi Kitamura Fox Fiends Michael Morpurgo		The True story of the Three Little Pigs		Greek Myths Theseus and the Minotaur.		Wolves in the wall Neil Gaiman Fortunately, the milk. Neil Gaiman		The Iron Man Ted Hughes		The Sheep Pig Dick King Smith The Butterfly Lion Michael Morpurgo	
WRITING GENRES	F Narrative familiar setting	NF Recount	F Descriptive passages Linked to class text	NF Instructions How to make Christmas decoration	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 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
GENRE FEATURES GRAMMAR/ PUNCTUATION	To plan my writing and say my sentence out loud before I write it. To make sure my handwriting is neat and can	To use finger spaces, capital letters and full stops. To use a wider range of conjunctions such as when, if,	To use pronouns to avoid repeating the names of people and objects. To use different sentence openers in my writing. To use ? ! and , in a list.	To use finger spaces, capital letters and full stops. To use a wider range of conjunctions such as when, if, because, although.	To use different sentence openers in my writing. To use finger spaces, capital letters and full stops. To use a wider range of conjunctions such as when, if, because, although.	To use finger spaces, capital letters and full stops. To use a wider range of conjunctions such as when, if, because, although.	To use different sentence openers in my writing. To use create settings, characters and plots in	To maintain the correct tense throughout my work (past, present) To use apostrophes for contractions	To use create settings, characters and plots in narrative writing. To use noun phrases (e.g. blue butterfly, the man on the moon)	To use 'a' and 'an' correctly To write in past and present tense correctly To write neatly and join my handwriting	To correctly use apostrophes to show possession To begin to use brackets To begin to use colons in a list To use create settings, characters and	To correctly use apostrophes to show possession To begin to use brackets To begin to use colons in a list

	be easily read. To ensure my lowercase and uppercase letters are the correct size.	because, although.			To use headings and sub-headings in a report.	To begin to use speech marks (inverted commas)	narrative writing. To use noun phrases (e.g. blue butterfly, the man on the moon)	e.g. can't, won't		To correctly use apostrophes to show possession	plots in narrative writing. To use noun phrases (e.g. blue butterfly, the man on the moon)	To use headings and sub-headings in a report.
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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	
CLASS TEXT	Anglo-Saxon Boy by Tony Bradman Princess and the Pea by Lauren Child		The Explorer by Katherine Rundell		Bill's New Frock by Anne Fine		Firework Maker's Daughter by Michael Morpurgo		The Unbelievable Top Secret Diary of a Pig. Emner Stamp		Krindlekrax by Philip Ridley	
WRITING GENRES	F Setting descript Poetry – National Poetry Day	NF Newspaper Report	F Narrative 3 rd person	NF Instructions Christmas Stocking	F Playscript Poetry	NF Letter of complaint	F/NF? Diary	NF Explanation Text	NF Biography	F Narrative 1 st person	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 poem by Roger McGough	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
GENRE FEATURES GRAMMAR/PUNCTUATION	To use conjunctions to show time and place such as when, before, after, while. To use a range of conjunctions e.g. if, because, although	To use conjunctions to show time and place such as when, before, after, while. To use a range of conjunctions e.g. if, because, although I always use capital letters for proper nouns and always start	To use commas after fronted adverbials (they describe where, when or how something is done) – Later that day, Suddenly,	To use paragraphs To use adverbs, adjectives and prepositional phrases to expand my sentences – the teacher = the strict maths- the teacher with curly hair. To begin to use punctuation for parenthesis (a word or phrase inserted as	To use adverbs, adjectives and prepositional phrases to expand my sentences – the teacher = the strict maths- the teacher with curly hair.	To use adverbs, adjectives and prepositional phrases to expand my sentences – the teacher = the strict maths- the teacher with curly hair.	To use commas after fronted adverbials (they describe where, when or how something is done) – Later that	To consistently write in the appropriate tense including using present perfect To begin to use punctuation for parenthesis (a word or phrase inserted as an explanation or afterthought	To use adverbs, adjectives and prepositional phrases to expand my sentences – the teacher = the strict maths- the teacher with curly hair.	To begin to use passive verbs to change the way information is used in a sentence. E.g. Sue changed the flat tire. (active) The flat tire was	To consistently write in the appropriate tense including using present perfect To begin to use semi colons in lists	To begin to use punctuation for parenthesis (a word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it) : brackets, dashes or commas. () - , To begin to use semi colons in lists To accurately use colons to introduce a list.

	I always use capital letters for proper nouns and always use capital.	my sentences with a capital letter. To always use full stops correctly. To use paragraphs	To use and correctly punctuate direct speech. .	an explanation or afterthought into a passage which is grammatically complete without it) : brackets, dashes or commas. ()			day, Suddenly,	into a passage which is grammatically complete without it) : brackets, dashes or commas. () -		changed by Sue. (passive To use and correctly punctuate direct speech.		
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Y5

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
TOPIC	The UK.		Who were the ancient Greeks?		Local History What was it like to work in a Cornish tin mine?		Investigating Rivers		<u>Anglo Saxons</u>		Extreme Earth	
Class Text	Lemony Snicket – The Bad Beginning		Who let the gods out? Theseus and the Minotaur		The Giant's Necklace - Morpurgo		David Attenborough by Maria Isabel Sanchez Vegara		Read the RHL and solve the crime as a class.		Cloudbusting – Malorie Blackman	
WRITING GENRES	Fiction – Visual Text linked to PHSE	Non-Fiction Visit Rough Tor Biography Shackleton	Non Fiction- Minack Visit. Titanic newspaper report.	Non-fiction - Writing a balanced argument .	Non-fiction- Non-chronological report – The Greeks.	Fiction Visit to Geevor Tin Mine. Write a recount	Non-fiction - Persuasion Writing a "rightmove" advert.	Fiction Poetry The Walrus and the carpenter .	Classic Fiction Sherlock Holmes – The RHL	Fiction Play script Action	Fiction. Replay – Visual Text.	SCHOOL CAMP Entry Letter Instruction Diary
Text	Model text by teacher .	Captain Edward Smith Biography Dahl biography opening paragraph from classworks	Read news papers and historical newspaper .	NLS Materials. Antarctic mine it or mind it.	Examples of Non-chronological reports linked to science e.g. animals.	Recount examples .	Example reports and internet research.	Classic poetry.	Support from Oak tree academy .		Teacher model texts.	Variety of Playscripts e.g. The Railway Children.
GENRE FEATURES GRAMMAR	To plan my writing to ensure I am writing for the correct audience/ purpose To indicate possibility using adverbs – perhaps, surely, or	To plan my writing to ensure I am writing for the correct audience and purpose To indicate possibility using adverbs – perhaps, surely, or modal verbs	To use brackets, dashes or commas to indicate parenthesis (after thought or extra piece of information CAI). To use different ways to link my paragraphs such	To use; headings, sub-headings, bullet points to organise my work. To use the correct tense; past, present and future mostly correctly	To use brackets, dashes or commas to indicate parenthesis (after thought or extra piece of information CAI). To use different ways to link my paragraphs such as = (then, after that, firstly)	To use expanded noun phrases (e.g. the sleek, scarlet car) effectively To use the correct tense; past, present and future mostly correctly	To use brackets, dashes or commas to indicate parenthesis (after thought or extra piece of information CAI). To use; headings, sub-headings, bullet points to organise my work.	To use expanded noun phrases (e.g. the sleek, scarlet car) effectively To use different ways to link my paragraphs such as = (then, after that, firstly)	To use brackets, dashes or commas to indicate parenthesis (after thought or extra piece of information CAI). To create setting,	To create setting, characters and plot in narrative To use inverted commas to show someone is	To create setting, characters and plot in narrative To use passive verbs to change the way information is used in a	To use brackets, dashes or commas to indicate parenthesis (after thought or extra piece of information CAI).

	modal verbs - might, should, will, must. To write sentences with relative clauses and pronouns.	- might, should, will, must. To write sentences with relative clauses and pronouns such as; who, which, where, when, whose, that.	as = (then, after that, firstly)							characters and plot in narrative.	speaking in my writing .	sentence. (was beaten, is spoken) .	
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Y6

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
TOPICS	HISTORY What was it like for children in WW2? Electricity Me and My relationships		GEOGRAPHY Local Geog. Study Healthy bodies Valuing difference Digital design- 3D Remembrance Day		HISTORY History of Benin Kingdom Evolution and Inheritance Keeping Safe Digital design- webpage creation		GEOGRAPHY South America Living things and habitats Rights and Respect Variables in games		HISTORY How has life changed in Britain since 1948?- London Light Being my best		GEOGRAPHY North America Growing and changing Transition Microbits	
CLASS TEXT	The Silver Sword- Ian Serrallier		War Horse- Michael Murpurgo		Kick - Mitch Johnson		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 Poetry	NF- Biography	F- Narrative- 3 rd person Poetry	NF- Non chronological report	F- Narrative -Short story 1 st person	NF- Biography-	F- Recount	NF- Discussion	F- The Astronomer's Sun Poetry	NF- London NCR
TEXTS	Created by teacher	The Lion and the Unicorn Shirley Hughes Anne Frank's Diary	Varmints by Marc Craste Animation and book.	John Harris poetry- Kynance Cove	Pie Corbett The Caravan	Kick by Mitch	The worst day of the week by Rufus Hornyold Strickland	Charles Darwin/Mary Seacoll	Animation: The Astronomers Sun	The Arrival – Shaun Tau	Animation	The London Eye Mystery and NF texts about London.
GENRE FEATURES GRAMMAR/ PUNCTUATION	To create atmosphere. To use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for	To use paragraphs to organise ideas. To use adverbs, fronted adverbs, preposition	To use paragraphs to organise ideas. To create atmosphere To use a range of cohesive	To use inverted commas, commas for clarity and punctuation for parenthesis e.g. brackets, dashes or commas	To create atmosphere and integrate dialogue to convey characters and advance the action.	To use simple devices to structure writing in non-narrative to support the reader e.g. headings, sub headings	To create atmosphere and integrate dialogue to convey characters and advance the action.	To select vocabulary, phrases and clauses that are suitably formal. To ensure my verb tenses are always	To use adverbs, fronted adverbs, preposition phrases (e.g. under the warm blanket) and	To select vocabulary, phrases and clauses that are suitably formal.	To use adverbs, fronted adverbs, preposition phrases and expanded noun phrases	To use simple devices to structure writing in non-narrative to support the reader e.g. headings, sub headings

	contractions correctly. To produce legible, joined handwriting. To begin to use semi colons, dashes, colons and hyphens.	phrases and expanded noun phrases To use passive and modal verbs e.g. should, might, may.	devices including adverbials	mostly correctly.	To ensure my verb tenses are always correct. To use inverted commas, commas, and punctuation for parenthesis e.g. brackets, dashes or commas mostly correctly.	To begin to use semi colons, dashes, colons and hyphens.	To use a range of cohesive devices including adverbials	consistently correct.	expanded noun phrases			
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