

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 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 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	Postcards Explore 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	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
CLASS TEXTS		Marge in Charge. Isla Fisher	The Hogeheg Dick King-Smith	Nen, the Lonely Fisherman Tractor Man	A Bear called Paddington	Cinnamon Michael Morpurgo	Little Evie in the Wild Wood. Jackie Norris	Princess Black My Funny Family	The Little Prince-Morpurgo The Day the Queen Quit	Paddington at the Palace	Tiger, Tiger Burning Bright	Horrible Scientists, Isaac Newton
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.
GENRE FEATURES GRAMMAR/PUNCTUATION	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 write about real events, recording these simply and clearly 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 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. when/if/that/because) to join clauses To use and have checked that my present and past tense is correct	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 exclamation marks correctly when required	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.

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

Class text	Stone Age Boy Satoshi Kitamura Fox Friends Michael Morpurgo		Hansel and Gretel 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 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 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
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 be easily read. To ensure my lowercase and uppercase letters are the correct size.	To use finger spaces, capital letters and full stops. To use a wider range of conjunctions such as when, if, because, although.	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 headings and sub-headings in a report.	To use finger spaces, capital letters and full stops. To use a wider range of conjunctions such as when, if, because, although. To begin to use speech marks (inverted commas)	To use different sentence openers in my writing. To use create settings, characters and plots in narrative writing. To use noun phrases (e.g. blue butterfly, the man on the moon)	To maintain the correct tense throughout my work (past, present) To use apostrophes for contractions e.g. can't, won't	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 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 plots in narrative writing. To use noun phrases (e.g. blue butterfly, the man on the moon)	To correctly use apostrophes to show possession To begin to use brackets To begin to use colons in a list To use headings and sub-headings in a report.

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	Why the Whales Came by Michael Morpurgo	Charlie and the Chocolate Factory by Roald Dahl	Kindlekrax by Philip Ridley

WRITING GENRES	F Setting descript Poetry	NF Newspape r Report	F Narrativ e 3 rd person	NF Instructions Christmas Stocking	F Poetry	NF Formal letter writing	F/NF? Diary	NF Explanatio n Text	NF Biograph y	F Narrativ e 1 st person	NF Non- chronologic al reports	NF Discussion/debat e
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 McGoug h	Model text by teacher	Model text by teache r	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/ PUNCTUATIO N	To use conjunction s to show time and place such as when, before, after, while. To use a range of conjunction s e.g. if, because, although I always use capital letters for proper nouns and always use capital.	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 my sentences with a capital letter. To always use full stops correctly. To use paragraphs	To use commas after fronted adverbials (they describe where, when or how something is done) – Later that day, Suddenly, To use and correctly punctuate direct speech. .	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 an explanation or afterthought into a passage which is grammatically complete without it) : brackets, dashes or commas. ()	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 day, Suddenly,	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 into a passage which is grammatically complete without it) : brackets, dashes or commas. () -	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 changed by Sue. (passive To use and correctly punctuate direct speech.	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.

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?
Class Text	Lemony Snicket – The Bad Beginning	Who let the gods out? Theseus and the Minotaur	Cloudbusting – Malorie Blackman PHSE – Keeping safe	David Attenborough by Maria Isabel Sanchez Vegara	Read the RHL and solve the crime as a class.	The Giant's Necklace - Morpurgo

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 from classwork	Read news papers 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.
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 modal verbs - might, should, will, must. To write sentences with relative clauses and pronouns.	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 - might, should, will, must. To write sentences with relative clauses and pronouns such as: who, which, where, when, whose, that.	To use brackets, dashes or commas to indicate parenthesis (after thought or extra piece of information). To use different ways to link my paragraphs such as = (then, after that, firstly)	To use; headings, sub-headings, bullet points to organise my work. To use the correct tense; past, present and future mostly correctly 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 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). 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). 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 brackets, dashes or commas to indicate parenthesis (after thought or extra piece of information). To create setting, characters and plot in narrative.	To use passive verbs to change the way information is used in a sentence. (was beaten, is spoken) To plan my writing to ensure I am writing for the correct audience/ purpose To indicate possibility using adverbs – perhaps, surely, or modal verbs - might, should, will, must.	To create setting, characters and plot in narrative To use inverted commas to show someone is speaking in my writing	To use colons to demarcate names and brackets for stage instructions.

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/bio graph	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.
GENRE FEATURES GRAMMAR/ PUNCTUATION	To create atmosphere. To use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions correctly. To produce legible, joined handwriting. To begin to use semi colons, dashes, colons and hyphens.		To use paragraphs to organise ideas. To use adverbs, fronted adverbs, preposition phrases and expanded noun phrases To use passive and modal verbs e.g. should, might, may.		To use paragraphs to organise ideas. To create atmosphere To use a range of cohesive devices including adverbials		To use inverted commas, commas for clarity and punctuation for parenthesis e.g. brackets, dashes or commas mostly correctly.		To use simple devices to structure writing in non-narrative to support the reader e.g. headings, sub headings 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 use simple devices to structure writing in non-narrative to support the reader e.g. headings, sub headings	