



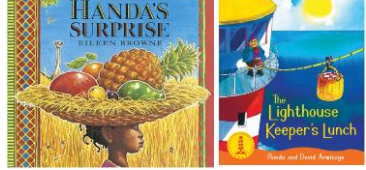


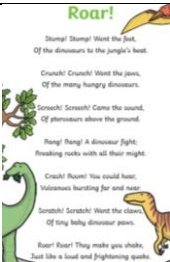

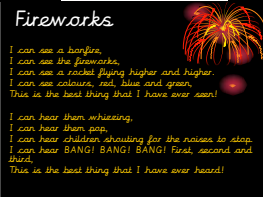




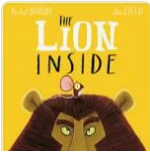
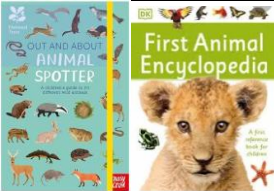

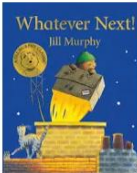


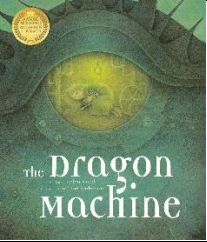

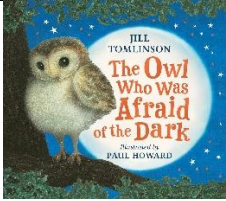




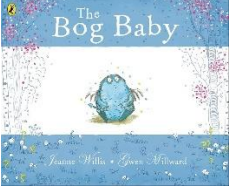
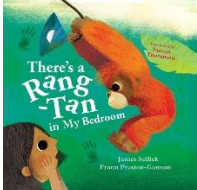
English Writing Long Term Plan



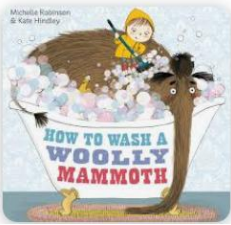



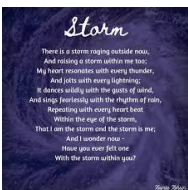
RECEPTION		
Autumn 1	Spring	Summer
<div style="display: flex; justify-content: space-around;">  </div> <ul style="list-style-type: none"> Dominant hand, tripod grip, mark making, giving meaning to marks. Write name correctly. Use initial sounds to label characters / images. Writing initial sounds and simple captions. Begin to form lower case letters correctly. Begin to spell words by identifying the sounds and then writing the sound with letters using known GPCs. VC words Oral rehearsal. 	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100%;">  </div> <div style="display: flex; justify-content: space-around; width: 100%;">  </div> </div> <ul style="list-style-type: none"> Guided writing based around developing short sentences in a meaningful context. Form most lower-case letters correctly. Begin to write capital letters. Spell words by identifying the sounds and then writing the sound with letters using GPCs. Write captions / phrases. Begin to write simple sentences using known GPCs. Begin to use capital letter, finger space and full stop. Reread what they have written, check it makes sense. Begin to write a variety of fiction and non-fiction captions/sentences. 	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100%;">  </div> <div style="display: flex; justify-content: space-around; width: 100%;">  </div> </div> <ul style="list-style-type: none"> Write recognisable letters using lower and upper case letters. Form most letters correctly. Spell words by identifying the sounds and then writing the sound with letters using GPCs. Write simple phrases and sentences that can be read by others using capital letters, finger spaces and full stops. Begin to sequence 2-3 sentences within purposeful fiction / non-fiction writing, e.g. 2-3 part story, fact cards.
Autumn 2		
<div style="display: flex; justify-content: space-around;">  </div> <ul style="list-style-type: none"> Support children to identify sounds. Write a caption. Use correct letter formation. Begin to reread what they have written. Begin to spell words by identifying the sounds and then writing the sound with letters using GPCs. Write labels. Write lists. Write captions. Introduce a finger space. 	<ul style="list-style-type: none"> Begin to write simple sentences using known GPCs. Begin to use capital letter, finger space and full stop. Reread what they have written, check it makes sense. Begin to write a variety of fiction and non-fiction captions/sentences. 	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others using capital letters, finger spaces and full stops. Begin to sequence 2-3 sentences within purposeful fiction / non-fiction writing, e.g. 2-3 part story, fact cards.

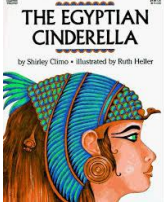
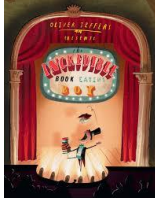
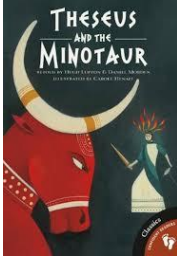


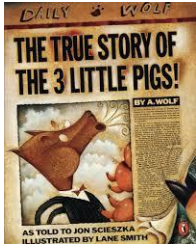
YEAR 1			
Autumn Term			
Books/Stimuli	Genre	Weeks (approx)	What children will write
	Narrative adventure story	3	Building upon writing skills from EYFS, children to hold sentences and use sounds already known to write simple sentences about the story. Beginning to use capital letters at the beginning of their sentence and a full stop at the end
	Poetry	1	From a scaffold, create own 'Roar' poem with a focus on children applying their knowledge of GPCs to spell onomatopoeic words. Introduce the exclamation mark.
	Narrative adventure story	3	Composing single clause sentences reinforcing capital letters, finger spaces and full stops.
	Poetry (list poem)	1	From a scaffold, creating own 'Fireworks' list poem that uses the senses to explore descriptive language and introduce the conjunction and to join ideas.
	Non-fiction report	3	Composing sentences to add to class non-fiction text about toys from the past with a focus on capital letters, finger spaces and full stops and joining clauses with the conjunction and.
	Narrative (fantasy)	2	Children will write a fantasy narrative with a focus on writing a character description and a setting description. Children will practise composing noun phrases and using the suffixes, -ed and -ing and the prefix un-.
Spring Term			
Books/Stimuli	Genre	Weeks	What children will write
	Narrative (humour) Diary	3	Scaffolded to write own simple sentences for diary as 'Dave'. Children will develop the use of using exclamation and question marks.
	Poetry	1	Using the 'Sound Collector' as a model, create own poem listing the sounds heard in a school and focus on the suffix -ing.

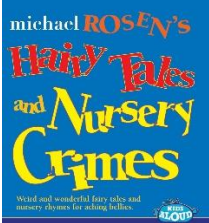
	Journey Narrative	3	Children to develop their use of suffixes to describe the setting and compare the main characters when looking at their characteristics and personalities. (-ing, -ed, -er and -est).
	Non-chronological report	2	Using a scaffold to create own animal fact-files for a class book that uses conjunctions to join ideas and clauses. Children will use question marks and exclamation marks.
Summer Term			
Books/Stimuli	Genre	Weeks	What children will write
	Portal narrative	3	Children will explore the portal narrative to examine in more detail the different characters. Children will use the suffixes -ing, -ed and -er to add description and use the conjunction and to join ideas and clauses.
	Journey narrative	3	Children will compose their own sentences to create a simple 'journey' narrative based on the story, Whatever Next. Children will develop their story language to sequence key events in the story with a focus on time adverbials.
	Traditional Tale (with a twist)	3	Children will create their own version of a traditional tale with a twist using simple conjunctions and explore adjectives when using simple noun phrases. Capital letters and full stops will be secured.
	Portal narrative	3	Children will compose their own sentences to write a simple 'portal' narrative based on The Last Wolf. Children will secure their understanding of the features taught throughout the year and develop their own flair for writing. Using a scaffold to write own simple recipe.

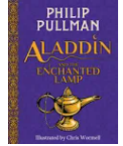
YEAR 2			
Autumn Term			
Books/Stimuli	Genre	Weeks (approx)	What children will write
	Adventure Narrative	3	Children will recap and secure Year 1 writing expectations and build upon these to use expanded noun phrases to add description to their writing.
	Setting Narrative	3	A detailed descriptive setting narrative using adjectives in expanded noun phrases and commas in a list to create vivid imagery for the reader.
	Diary	2	Explore the features of a diary and write their own based on the perspective of the young boy living on Grimloch Lane.
	Narrative	3	A narrative that develops their writing stamina and focuses on the sequence of events in the story using time connectives.
	Non-Chronological Report	3	Explore the features of a non-chronological report based on owls. They will research information about owls and write their own report.
Spring Term			
Books/Stimuli	Genre	Weeks (approx)	What children will write
	Poetry	2	Use of alliteration and expanded noun phrases through the poem, Wonderful Winter.
	Traditional Tale (Twist)	3	Own version of a traditional tale with a twist based upon the story. They will create descriptions of the characters and setting.
	Finding Narrative	3	Own version of a finding narrative that details the process and results of a


			discovery of their own creature. They will be using conjunctions, suffixes and contractions in their work.
	Instructions	2	Using imperative verbs, along with appropriate conjunctions, to write a set of instructions to make a suitable habitat for the Bog Baby.
Summer Term			
Books/Stimuli	Genre	Weeks (approx)	What children will write
	Moral Narrative	3	Own version of the story with a focus on morals and acceptance of others.
	Non-Chronological Report	3	Look at the features of a non-chronological report and write one for an orangutan using a range of conjunctions and commas in a list.
	Persuasive Letter	3	A persuasive letter to the King with plausible arguments that give reason as to why the King should overturn his ban on the dark. Children will use this as an opportunity to use Year 2 writing expectations.
	Poetry	2	Recipe for a Teacher Children will write their own poem of what they would like their new teacher to be like based on the poem using a range of suffixes.



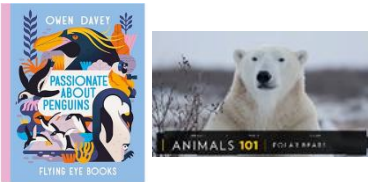




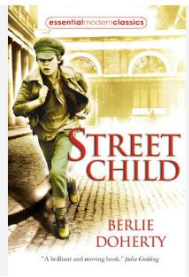
YEAR 3			
Autumn Term			
Books/Stimuli	Genre	Weeks (approx)	What children will write
	Poetry-Imagery	2	Own seasonal poem including expanded noun phrases (and explore imagery through the use of personification and metaphors).
	Recount-(Adventure story)	3	A recount of time travelling to the Stone Age from the perspective of the main character, showing a secure application of all previously taught punctuation with increased accuracy and impact.
	Instructions	2	Explore instructional texts and create their own instructions on 'How to Wash a Woolly Mammoth' using headings/subheadings, fronted adverbials, imperative verbs and appropriate conjunctions.
	Short Film-Narrative (Romance)	3	A narrative to tell the story of the umbrellas with a focus on story structure, plot and character relationship reflecting on the changing of emotions of character.
	Short Film- Informal letter- Thank you letter	2	Children to explore the features of a letter and write an informal letter focussing on tone.
Spring Term			
Books/Stimuli	Genre	Weeks (approx)	What children will write
	Picture Book-Narrative (Emotive)	3	A narrative for the wordless picture book that develops their writing stamina and focuses on the sequence of events in the story using time connectives to connect paragraphs.
	Poetry – Performance poetry	1	Listen to different poems about storms then create their own poem (to perform) using a range of poetic techniques including similes, repetition and power of 3.

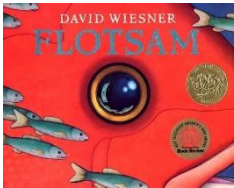

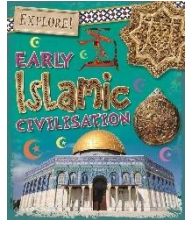
	Diary Entry	3	A series of diary entries from the perspective of Egyptian Cinderella in chronological order using the first person ("I," "my"), past tense for events, and, in some cases, present tense for feelings.
	Narrative (Humour)/ Newspaper report	3	Write a narrative (humour) about a book eating boy/Newspaper report based on the Incredible Book Eating Boy including direct speech from eyewitnesses.
Summer Term			
Books/Stimuli	Genre	Weeks (approx)	What children will write
	Myths and legends- Playscript	3	<p>A character description of the minotaur using descriptive adjectives, powerful verbs, sensory details, and figurative language.</p> <p>A playscript for a scene in Theseus and the Minotaur. Children to perform the playscript.</p>
	Letter- To inform	1	A formal letter to Mrs Friar to inform her about a mythical creature arriving in the school.
		2	Children to write a non-chronological report about a mythical creature of their choice with a focus on writing for different purposes using different structure and layout.
	Recount – School trip	1	A recount of their visit to the World Museum using the past tense, organised chronologically with time conjunctions with a concluding personal reflection.
	Narrative- Fairytale with a twist.	2	An alternative version of a fairytale of their choice using previously taught punctuation along with conjunctions, adverbs and prepositions to show time, place and cause.




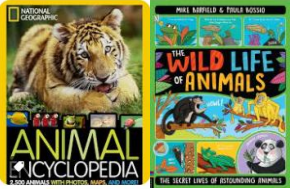

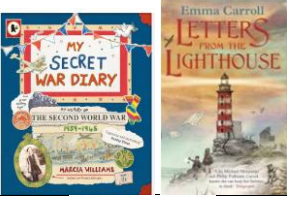

	Poetry- Rhyming	1	Their own 'Nursery Crime' focusing on play on words and rhythmic performance.
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YEAR 4			
Autumn Term			
Books/Stimuli	Genre	Weeks (approx)	What children will write
	Science-fiction	4	Character description of the Iron Man. Additional chapter (what happens when the Iron Man is spotted?)
	Persuasive	3	Writing a persuasive passage for a holiday brochure (inked to a place in Europe from geography topic)
'Feast'??	Narrative story	4	Additional chapter
Spring Term			
Books/Stimuli	Genre	Weeks	What children will write
	Playscript	3	Additional scene in style of the author.
	Narrative story	3	Additional chapter in the style of the author. A Sneacher dream from the aspect of a child.
	Explanation	4	Explore features of an explanation text, write own explanation text on digestion (linked to science)
Summer Term			
Books/Stimuli	Genre	Weeks	What children will write
	Traditional Tale	4	Additional chapter, continuation of the plot following Aladdin's exit from the cave.
	Poetry (repeating pattern)	2	Children to write their own poem based around Summer.


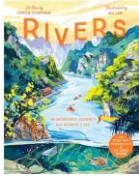

 The image shows two newspaper covers. The one on the left is 'First News' with a blue and white color scheme and the headline 'MILLION BOYDILLIERS' EVILS' MINUTE'. The one on the right is 'NEWS SHED' with a red and white color scheme and the headline 'BLACK FOOT!'. Both covers feature small images of people and text.	Newspaper (journalistic)	4	Children to write their own newspaper report describing the unusual creature that is washed up on a beach
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YEAR 5			
Autumn Term			
Books/Stimuli	Genre	Weeks (approx)	What children will write
	Setting description	3	Setting description of Esther's creation
	Poetry	2	Narrative poem inspired by the Malfeasance, creating own original monster character
	Non-fiction	3	Non-chronological report
	Poetry	2	Soundscape poem based on the theme of WW1
	Narrative	3	Descriptive narrative based on the wordless picture book/film
Spring Term			
Books/Stimuli	Genre	Weeks	What children will write
	Historical recount Newspapers from WW1	3	Newspaper report based on the sinking of the Lusitania ship in WW1
	Narrative	3	Narrative recount from the point of view of the lighthouse keeper
	Letters from a Victorian child working during the Industrial Revolution	3	Letter to Queen Victoria written in role as a Victorian child describing the working conditions

	Narrative (adventure) – based on the wordless picture book	2	Diary entry based on the experience of one of the previous children in the photo chain
Summer Term			
Books/Stimuli	Genre	Weeks	What children will write
	Poetry	2	Narrative poem retelling the young man's journey through imagery, figurative language and structured stanzas
	Adventure writing	4	Narrative reimagining of the escape from the lab, creating suspense and tension
	Persuasive non-fiction – travel writing	3	Persuasive non-fiction travel guide encouraging readers to visit a city of the Early Islamic Civilisation (Baghdad)
*Trip to the zoo	Comedy narrative	3	Comedic narratives based on a disastrous trip to the zoo

YEAR 6			
Autumn Term			
Books/Stimuli	Genre	Weeks (approx)	What children will write
	Picture book Recount	3	Emotive recount – describing the journey of someone fleeing their war-torn country.
	Narrative (romance)	4	Narrative writing in first person, reflecting changing of emotions of character.
	Poetry	2	Blackout poetry (linked to Remembrance Day Poem – This is the battlefield... using stimulus provided).
	Non-fiction (non-chronological report)	3	Independently write a non-chronological report of a chosen animal , including adaptations (linked to science)
Spring Term			
Books/Stimuli	Genre	Weeks	What children will write
	Horror (film)	3	Creating suspense through narrative retelling of Alma's story.
	Historical fiction Non-fiction (diary)	4	Diary entry from the perspective of an evacuee (before and after evacuation)
	Wordless picture book	3	Character description using shades of meaning. Informal letter to portray key events and emotions

Summer Term

Books/Stimuli	Genre	Weeks	What children will write
	Ghost stories	3	Narrative recount with flashbacks and dialogue (Whitby Abbey – The Dare!)
	Explanation	3	Explanation of the journey of a river from source to mouth – double page spread to include features of NF writing.
	Emotive recount with flashbacks	2	Narrative recount with flashbacks to significant events
<p>Various writing opportunities for final moderation of pupils' writing – including redrafting of chosen pieces and revisiting of genres with different stimuli.</p>			

