

Writing Long Term Planning



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Super Duper You! Peepo Only You Non-fiction texts The little Red hen	Little Snowflake The Lonesome Polar Bear Say Hello to the Snowy Animals	Goldilocks and the three bears The gingerbread man The Three Billy goats gruff	The very hungry caterpillar The tiny seed The very busy spider	Super Daisy My Mum's a superhero Non-Fiction texts – people who help us	Lilly & Baa in Paris Welcome to our World Wonder Little People, Big Dreams – David Attenborough
Reception	The Colour Monster goes to school. All are welcome A Superpower like mine The Hugasaurus Pumpkin Soup The Leaf thief Writing opportunities: <ul style="list-style-type: none">Ascribing meanings to marksStory mapping	Room on the broom The story of Rama and Sita The Stick Man The Jolly Christmas Postman The Christmas Story Writing opportunities: <ul style="list-style-type: none">Letter: from the witchInstructions: potionsStory sequencing: nativityXmas listsLetters to SantaFact booksStory mapsMaps	The Polar Bear and the Snow Cloud Lost and found Non-fiction texts Over and Under the snow One Snowy Night I love Chinese New Year Mr Wolf's Pancakes Writing opportunities: <ul style="list-style-type: none">Instructions for pancakesCharacter descriptions: wolf wanted posterLists: shopping list for school trip (Coop)Letters: to the park keeper to say thank you.	Jasper's Beanstalk Oliver's vegetables Supertato – The Great Eggescape The Odd Egg Who is in the egg? What the ladybird heard? Writing opportunities: <ul style="list-style-type: none">Labels: plants, lifecyclesInstructions: how to look after an egg or a plantWanted postersMaps	The Trouble with Tadpoles The Gruffalo Bella loves bugs Do you love bugs? (non-fiction) Under the Sea Writing opportunities: <ul style="list-style-type: none">Story mapsCharacter descriptions: GruffaloInstructions: how to roarFact files: animalsRiddles: Who am I? linked to sea creatures	The Three Little Pigs The Gingerbread Man Spreading my wings Writing opportunities: <ul style="list-style-type: none">Instructions: how to Build a house for Three Little PigsLists: Things we needPostcardsFact files: different countriesStory writing: innovate the ending
Year 1	Little Red Riding Hood Labels and captions The Last Stop on Market Street Narrative familiar setting Character Description (Grandma)	Owl Babies Narrative Film (Literacy Shed) Letter and Tango makes Three Non-fiction Fact sheet about penguins	The Big Book of Blooms Non-Chronological Report/Information Text Report The Smartest Giant in Town Instructions – How to dress smartly Instructions	There's a Tiger in The Garden Narrative – familiar setting Character Description A house that once was Narrative Narrative -familiar setting.	Paddington at the Palace Write in role/diary Write in role/diary The Queen's Hat Recount Recount (as the Queen)	Peculiar Pets Poetry Pattern and Rhyme Description in poetry The Day the crayons quit Narrative Letter (to new teacher asking about Year 2)
Year 2	Three Little Wolves and The Big Bad Pig	The Hodgeheg Fiction	Fantastic Mr Fox Fiction	Vlad and The Great Fire of London	The Lighthouse Keeper's Lunch	The Journey Home Fiction

	Fiction Recycled story/traditional tale with a twist Ella, Queen of Jazz Non-fiction Non-chronological report	Character description Polar Express Fiction Instructions and letter to Santa	Writing in the role (diary entry) The Twits Fiction Narrative(Characterisation)	Fire poetry Historical fiction Poetry Retelling of the story (historical fiction) Poems describing The Great Fire of London. Senses focus.	Fiction Instructions for a disgusting sandwich The Lighthouse (film from The Literacy Shed) Film unit Suspense narrative (retelling and question focus)	Narrative (journey story) The Friendship Bench Fiction Information text (all about me for new class teacher)
Year 3	The Shirt Machine Film unit (The Literacy Shed) Explanation text Leon and The Place Between Fiction Fantasy story	Stone Age Boy Historical fiction Historical fiction Little People Big Dreams Rosa Parks Non-fiction Biography	Theseus and the Minotaur Greek myth Hero and monster story WAGOLL of a leaflet – European location Non-fiction Persuasive leaflet	Egyptian Cinderella Fairy Tale Diary of a Roman	Song of the Dolphin Boy Fiction Persuasive Letter The Tyger Poetry Description in poetry and imagery	The Wild Robot Science Fiction Science Fiction Narrative linked to change and transition Non-chronological report on Ancient Egypt WAGOLL text
Year 4	Charlie and The Chocolate Factory Fiction Narrative – Characterisation Little Guides to Great Lives – Nelson Mandela Non-fiction Newspaper article	Lion, the witch and the wardrobe Poetry – descriptive poem of Narnia How the Grinch stole Christmas Instructions	The Iron Man Science fiction Science fiction narrative (setting focus) Halifax author Pixar film The Blue Umbrella Film unit Narrative meeting story	Call me lion Empathy focus Diary entry Escape from Pompeii Play scripts	The Lost Thing Fiction Narrative – meeting story The Boy at the back of the class. Fiction Letter to local MP.	The Wolves in the wall Fiction Narrative – atmosphere and setting Way Home Fiction Information text
Year 5	Hidden Figures Historical fiction Newspaper report Hidden Figures Historical fiction Discussion/debate	Rose Blanche Fiction Narrative – openings/atmosphere and settings My Secret War diary Fiction Write in the role/diary	A Midsummer night's dream Fantasy fiction Poem – free verse and poetic devices A Midsummer night's dream Fantasy fiction Biography for William Shakespeare	The Day of The Dead Film unit Narrative – stories from other cultures George's secret key to the universe Fiction Narrative – meeting story	The Extraordinary Colours of Auden Dare Fiction Formal letters Trash Fiction Adventure story	The secrets of a Sun King Fiction Explanation/procedural text on how to mummify The Arrival Fiction Journey story (transition)
Year 6	Holes	MLK- Little People, Big Dreams Biography	The kiss of death Diary entry	Titanic Death on the water Narrative opening	Marcus Rashford You are a champion Persuasive writing	

<p>Write a setting description</p> <p>Produce a travel leaflet</p> <p>A letter</p>	<p>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>use verb tenses consistently and correctly throughout their writing</p> <p>The Island</p> <p>Narrative sequel from a different character's perspective</p> <p>using a range of description effectively</p> <p>subjunctive form</p>	<p>Also there is an example in History lessons.</p> <p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader the use of the first person in a diary</p> <p>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>use verb tenses consistently and correctly throughout their writing</p> <p>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>The Gritterman</p> <p>Balanced arguments</p> <p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>in narratives, describe settings, characters and atmosphere</p> <p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p>	<p>Letter of complaint</p> <p>Newspaper report * could be done in History</p> <p>Narrative</p> <p>Flashback story</p> <p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>in narratives, describe settings, characters and atmosphere</p> <p>integrate dialogue in narratives to convey character and advance the action</p> <p>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>formal language</p> <p>spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>distinguish between the language of speech and writing³ and choose the appropriate register</p>	<p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>Use sub headings, headings and bullet points</p> <p>Skellig</p> <p>Play script</p> <p>Narrative (part) with speech and setting description focus.</p> <p>integrate dialogue in narratives to convey character and advance the action</p> <p>Prepositions</p> <p>Using a range of punctuation effectively</p> <p>describe settings and atmosphere</p> <p>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative)</p>	
--	--	--	---	---	--

*See Grammar and Punctuation long term plan that runs alongside this.