



YEAR 1 LONG TERM PLAN

	BOOK ONE	BOOK TWO	BOOK 3	BOOK 4	Book 5	Book 6
TEXTS STUDIED	<p><b>Traditional Tales: Three Billy Goats Gruff and The Baddies</b></p> <p>Fantasy and magic theme</p>	<p><u><a href="#">No Bot the Robot with No Bottom AND Oi Frog (comedy)</a></u></p> <p><b>Subsidiary Texts:</b> Room on the Broom</p>	<p><u><a href="#">Where The Wild Things Are AND Manfred the Baddie (Consequence/Justice/Friendship)</a></u></p>	<p><u><a href="#">The Big Book of Dinosaurs (non-fiction)</a></u></p> <p><b>Subsidiary Texts:</b> Fiction: The Dinosaur that Pooped a Planet</p> <p>Poetry: Brontosaurus Ride <a href="https://clpe.org.uk/poetry/brontosaurus-ride">https://clpe.org.uk/poetry/brontosaurus-ride</a> King Of the Dinosaurs <a href="https://clpe.org.uk/poetry/poems/king-dinosaurs">https://clpe.org.uk/poetry/poems/king-dinosaurs</a></p>	<p><u><a href="#">The Day the crayons quit AND ???(celebrating differences/relationships/ BAME)</a></u></p> <p><b>Subsidiary Texts:</b> Poetry: Caribbean Playground Song <a href="https://clpe.org.uk/poetry/poems/caribbean-playground-song">https://clpe.org.uk/poetry/poems/caribbean-playground-song</a></p>	<p><u><a href="#">Snail and the Whale (adventure)</a></u></p> <p><b>Subsidiary Texts:</b> - The Night Box Orion and the dark</p>
SUGGESTED WRITTEN OUTCOMES	<ul style="list-style-type: none"> <li>- Retell (could be oral/pictorial)</li> <li>- Character Descriptions (in the form of a wanted poster?)</li> </ul>	<ul style="list-style-type: none"> <li>- Sequencing (To order the characters that no bot meets in continuous)</li> </ul>	<ul style="list-style-type: none"> <li>- Informal letter ( message from the imaginary world/ letter of apology)</li> <li>- Get well card for Manfred</li> <li>- Character description (of their own monster?)</li> <li>- Comic strip story based on story</li> <li>- Instructions (for a making a jam sandwich)</li> </ul>	<ul style="list-style-type: none"> <li>- Labelling</li> <li>- Information text</li> <li>- Poetry (List poem for lowers?)</li> </ul>	<ul style="list-style-type: none"> <li>- Speech bubbles</li> <li>- Persuasive - Protest signs</li> </ul>	<ul style="list-style-type: none"> <li>- Setting Descriptions</li> <li>- Personal recount</li> <li>- Writing their own stories following structure of a known story (changing key details)</li> </ul>



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	<ul style="list-style-type: none"> <li>- Instructions (making a picnic for Goldilocks?)</li> <li>- (Not covered. Needs to be later in the year. We will create some instructions next term.)</li> </ul>	<ul style="list-style-type: none"> <li>- provision .)</li> <li>- Writing in role</li> <li>- Thought bubbles</li> <li>- Fact file (frogs)</li> <li>- <b>Poetry – spell?</b></li> </ul>				
GRAMMAR	<ul style="list-style-type: none"> <li>- Combining words to make sentences</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Combining words to make sentences</li> <li>-</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Combining words to make sentences</li> <li>- Sequencing sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>- Joining clauses using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>- Combining words to make sentences</li> <li>- Sequencing sentences to form short narratives.</li> <li>- Joining clauses using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence sentences to form short narratives</li> <li>- Joining clauses using 'and'</li> </ul>
PUNCTUATION	<ul style="list-style-type: none"> <li>- Introducing capital letters and full stops</li> <li>- Separation of words with spaces</li> </ul>	<ul style="list-style-type: none"> <li>- Separation of words with spaces</li> <li>- Introduce capital letters for names</li> </ul>	<ul style="list-style-type: none"> <li>- Question marks</li> <li>- Consolidating use of capital letters and full stops</li> <li>- Consolidate capital letters for names and for personal pronoun I</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Consolidating use of question marks</li> <li>- Consolidating use of capital letters and full stops</li> <li>- Consolidate capital letters for names</li> </ul>	<ul style="list-style-type: none"> <li>- Consolidate question mark</li> <li>- Consolidate capital letters for names and for the personal pronoun 'I'</li> <li>- Introduce exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>- Consolidation of full stops, capital letters, question marks and exclamation marks.</li> <li>- Consolidate capital letters for names and for the personal pronoun 'I'</li> </ul>



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		and for personal pronoun I				
SPELLING	<ul style="list-style-type: none"> <li>- Learn to spell common exception words (see separate list)</li> <li>- Name the letters of the alphabet in order</li> <li>- Spell words containing phonemes already taught ( Set 1 and 2)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Write from memory simple sentences dictated by the teacher that include words using words that contain the GPCs and common exception words taught so far.</li> <li>- Name the letters of the alphabet in order</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce the spelling rule for adding –s as a plural marker for nouns and the third person singular marker for verbs</li> <li>- Spell words containing phonemes already taught ( Set 1 and 2)</li> <li>- Learn to spell common exception words (see separate list)</li> <li>- Write from memory simple sentences dictated by the teacher that include words using words that contain the GPCs and common exception words taught so far.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Learn to spell common exception words (see separate list)</li> <li>- Introduce the spelling rule for adding –s and –es as a plural marker for nouns and the third person singular marker for verbs</li> <li>- Spell words containing phonemes already taught ( Set 1 and 2)</li> <li>- Write from memory simple sentences dictated by the teacher that include words using words that contain the GPCs and common</li> </ul>	<ul style="list-style-type: none"> <li>-Learn to spell common exception words (see separate list)</li> <li>- Consolidate the spelling rule for adding –s and –es as a plural marker for nouns and the third person singular marker for verbs</li> <li>- Spell words containing phonemes already taught ( Set 1 and 2)</li> <li>- Write from memory simple sentences dictated by the teacher that include words using words that contain the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>-- Learn to spell common exception words (see separate list)</li> <li>- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>- Spell words containing phonemes already taught ( Set 1 and 2)</li> <li>- Write from memory simple sentences dictated by the teacher that include words using words that contain the GPCs and common exception words taught so far.</li> <li>- Prefix ‘un’ to change the meaning of a word e.g unkind</li> </ul>



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		<ul style="list-style-type: none"><li>- Spell words containing phonemes already taught (Set 1 and 2)</li><li>- Learn to spell common exception words (see separate list)</li></ul>		<p>exception words taught so far.</p> <p>-</p>		
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YEAR 2 LONG TERM WRITING PLAN

	BOOK ONE	BOOK TWO	BOOK THREE	Book Four	Book Five	Book Six
TEXTS STUDIED	<p><b>Inside the Villains</b></p> <p>-Fantasy and Magic Theme</p> <p><b>Subsidiary Texts</b> The Wolf's Secret Fairy Tales (Red Riding Hood)</p>	<p><b>Tin Forest</b> <b>(Consequence/Justice/Friendship)</b></p> <p><b>Subsidiary Texts:</b> Lorax</p>	<p><b>Big Book of Blue</b> <b>(non-fiction)</b></p> <p><b>Subsidiary Texts:</b> Smart About Sharks Are You Smarter than a Shark?</p>	<p><b>Stone Giant</b> <b>(adventure)</b></p> <p><b>Subsidiary Texts:</b> The Snail and the Whale</p>	<p><b>The Diary of a Killer Cat/The Egg</b> <b>(comedy)</b></p> <p><b>Subsidiary Texts:</b> Poetry: Please Mrs Butler <a href="https://clpe.org.uk/poetry/poems/please-mrs-butler">https://clpe.org.uk/poetry/poems/please-mrs-butler</a></p>	<p><b>Esio Trot (celebrating differences/relationships)</b></p> <p><b>Subsidiary Texts:</b></p>
SUGGESTED WRITTEN OUTCOMES	<ul style="list-style-type: none"> <li>- Retell of traditional fairy tale</li> <li>- Character descriptions</li> <li>- Fact file – Didn't complete</li> <li>- Poem (onomatopoeia)</li> </ul>	<ul style="list-style-type: none"> <li>- Created product using junk and a descriptive/persuasive paragraph to sell it</li> <li>- Setting description</li> <li>- Informal letter (invitations Letter to the Toucan)</li> <li>- Instructions (Christmas Related)</li> </ul>	<ul style="list-style-type: none"> <li>- Non-chronological</li> <li>- Poetry (onomatopoeia) Kenning Poem instead as onomatopoeia taught Aut 1</li> <li>- Writing relating to Drama – character description</li> <li>- Descriptive writing</li> </ul>	<ul style="list-style-type: none"> <li>- Explode a moment (forest)</li> <li>- ?</li> <li>- Alternative ending</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Letter (from the vet to Ellie's family)</li> <li>- Blurb for a follow up book</li> <li>- Pamphlet for a cat owner</li> <li>- Prediction writing</li> </ul>	<ul style="list-style-type: none"> <li>- Recount (personal narrative)</li> <li>- Narrative (new adventure that the tortoise might have)</li> <li>- Poetry</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>- Simple sentences</li> <li>- Compound sentences (and, because)</li> </ul>	<ul style="list-style-type: none"> <li>- Commands</li> <li>- Adjectives and nouns</li> <li>- Expanded noun phrases</li> <li>- Compound sentences (and, because, if)</li> <li>- Past tense</li> </ul>	<ul style="list-style-type: none"> <li>- Compound sentences (and, because, if, but, when)</li> <li>- Statements</li> </ul>	<ul style="list-style-type: none"> <li>- Simple and compound sentences (and, because, when, that)</li> </ul>	<ul style="list-style-type: none"> <li>- Compound sentences (and, because, so, if, that, when, but)</li> </ul>	<ul style="list-style-type: none"> <li>- Compound sentences (and, because, so, if, that, when, but)</li> <li>- Adverbs</li> </ul>



YEAR 2 LONG TERM WRITING PLAN

	<ul style="list-style-type: none"> <li>- Adjectives and nouns</li> <li>- Expanded noun phrases</li> <li>- Verbs</li> <li>- Adverbs</li> <li>- Present tense</li> <li>- Command statements (to the wolf)</li> </ul>		<ul style="list-style-type: none"> <li>- Suffixes in adjectives (est, er) e.g. smaller, smallest</li> <li>- Suffixes in poetry (er, ing)</li> <li>- Question marks (sub heading in information text)</li> </ul>	<ul style="list-style-type: none"> <li>- Past tense</li> <li>- Noun phrases</li> <li>- 3<sup>rd</sup> person (story writing)</li> <li>- Suffixes (ed, ly, ful, less)</li> </ul>	<ul style="list-style-type: none"> <li>- Commands, exclamation, question sentence types</li> <li>- 1<sup>st</sup> person</li> <li>- Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>- Past tense – progressive form (he was shouting)</li> <li>- 3<sup>rd</sup> person</li> <li>- Expanded noun phrases</li> <li>- Commands, exclamation, question sentence types</li> <li>-</li> </ul>
PUNCTUATION	<ul style="list-style-type: none"> <li>- Capital letters and full stops</li> <li>- Exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>- Commas in lists</li> </ul>	<ul style="list-style-type: none"> <li>- Singular and plural regular nouns (adding, “s,” and, “es.”)</li> </ul>	<ul style="list-style-type: none"> <li>- Exclamation marks</li> <li>- Apostrophes to make singular possession</li> <li>- Commas in lists</li> <li>- Contractions and apostrophes to make missing letters</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Question marks</li> <li>- Commas in lists</li> <li>- Contractions and apostrophes to make missing letters</li> <li>- Apostrophes to make singular possession</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Commas in lists</li> <li>- Exclamation mark</li> <li>- Apostrophes for possession</li> </ul>



## YEAR 2 LONG TERM WRITING PLAN

<p><b>SPELLING</b></p>	<p>Segmenting Spoken words into phonemes and representing these graphemes, spelling many correctly.</p> <p>Learn to spell common exception words (See lists).</p>	<p>Introduce spelling words with contracted forms</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>Learn to spell common exception words (See lists).</p>	<ul style="list-style-type: none"> <li>- Spelling words with contracted forms.</li> <li>- Add suffixes to spell longer words.</li> <li>- Learn to spell common exception words (See lists).</li> <li>- Possessive apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>- Spelling words with contracted forms.</li> <li>- Add suffixes to spell longer words.</li> <li>- Learn to spell common exception words (See lists).</li> <li>- Possessive apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>- Learn to spell common exception words (See lists).</li> <li>- Suffixes (ed, ly, ful, less, ness)</li> </ul>	<ul style="list-style-type: none"> <li>- Learn to spell common exception words (See lists).</li> <li>- Suffixes (ed, ly, ful, less, ness)</li> <li>- Suffixes (er,est)</li> </ul>
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YEAR 3 LONG TERM PLAN FOR WRITING

	BOOK ONE	BOOK TWO	BOOK THREE	BOOK FOUR	BOOK FIVE	BOOK SIX
TEXTS STUDIED	<p><b>The Iron Man</b></p> <p>Fantasy and magic theme</p>	<p><u><a href="#">Gangsta Granny (comedy)</a></u></p> <p><b>Subsidiary Texts:</b></p>	<p><u><a href="#">The Selfish Giant and Happy Prince (Consequence/Justice/Friendship)</a></u></p> <p><b>Subsidiary Texts:</b></p>	<p><u><a href="#">The Dark (Lemony Snickett) (Eerie)</a></u></p> <p><b>Subsidiary Texts:</b></p> <p>Owl Who was Afraid of the Dark</p>	<p><u><a href="#">The Abominables (celebrating differences)</a></u></p> <p><b>Subsidiary Texts:</b></p>	<p><u><a href="#">Varjak Paw (adventure)</a></u></p> <p><b>Subsidiary Texts:</b></p> <p>Fiction: The Velveteen Rabbit</p>
SUGGESTED WRITTEN OUTCOMES	<ul style="list-style-type: none"> <li>- Autobiography</li> <li>- Diary</li> <li>- Instructions</li> <li>- Poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Character description <i>and setting description</i></li> <li>- Formal apology speech to the queen</li> <li>- <i>Play script</i></li> <li>- Additional adventure /heist for Ben and Granny</li> </ul>	<ul style="list-style-type: none"> <li>- Character description/ comparison (comparing him to other giants known in other stories)</li> <li>- Alternative endings</li> </ul>	<ul style="list-style-type: none"> <li>- Setting description</li> <li>- Letter of advice to help with the fear of the dark</li> <li>- Poetry -</li> <li>- Information Report about UK owls</li> </ul>	<ul style="list-style-type: none"> <li>- News report script</li> <li>- Persuasive advert</li> <li>-Diary (same day/two perspectives)</li> </ul>	<ul style="list-style-type: none"> <li>- Non-chronological</li> <li>- Explode a moment</li> <li>- Comparing settings (Mesopotamia to city).</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>- First person</li> <li>- A or an before a noun (consonant and vowel)</li> <li>- Past tense</li> <li>- Adjectives</li> <li>- Prepositions of place (on, under, over, next to, in etc)</li> </ul>	<ul style="list-style-type: none"> <li>- Expanded noun phrases</li> <li>- Clauses and subordinate clauses</li> <li>- Commas in clauses</li> <li>- Conjunctions</li> <li>- Intro to paragraphs</li> <li>- Adverbs (therefore)</li> </ul>	<ul style="list-style-type: none"> <li>- Adverbs (then, next, soon, therefore)</li> <li>- Paragraphs</li> <li>- Clause and subordinate clauses</li> <li>- Subordinating conjunctions (because, but, while)</li> </ul>	<ul style="list-style-type: none"> <li>- 3<sup>rd</sup> person</li> <li>- Prepositions (before, after, during, in ,because of)</li> <li>- Word families</li> <li>- A or an before a noun</li> <li>- Clause and subordinate clause/commas</li> </ul>	<ul style="list-style-type: none"> <li>- Subordinating conjunctions (before, after while)</li> <li>- Paragraphs</li> <li>- First person</li> <li>- Use of the present perfect form of verbs instead of the</li> </ul>	<ul style="list-style-type: none"> <li>- Direct speech</li> <li>- Headings and sub headings</li> <li>- Question marks (for headings?)</li> <li>- Paragraphs</li> <li>- Word families</li> <li>- Clause and subordinate clauses</li> </ul>



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	<ul style="list-style-type: none"> <li>- Co-ordinating conjunctions (and, but, so)</li> <li>- Subordinating conjunctions (when, because)</li> </ul>	<p>Singular and plural regular and irregular nouns (e.g. child – children)</p>			<p>simple past [for example, He has gone out to play contrasted with He went out to play]</p>	
PUNCTUATION	<ul style="list-style-type: none"> <li>- Use commas in lists</li> <li>- Indicating <i>possession by using possessive apostrophe with singular nouns</i></li> </ul>	<ul style="list-style-type: none"> <li>- Question marks (rhetorical questions)</li> <li>- Commas in clauses</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Commas in clauses</li> <li>- Recapping previously taught punctuation</li> </ul>	<ul style="list-style-type: none"> <li>- Recap previously taught punctuation (full stops, exclamation marks, question marks, commas in list and for clauses,)</li> <li>- Recap capital letters (start of sentence, for pronoun I and for proper nouns)</li> <li>- This needs to come earlier in the year?</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce direct speech</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Consolidate direct speech</li> <li>- Consolidate previously taught punctuation from this year – focus on anything that hasn't been fully understood.</li> </ul>
SPELLING	<ul style="list-style-type: none"> <li>-Learn common exception words (see separate list)</li> <li>- Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</li> </ul>	<p>Statutory words learnt last half term</p> <ul style="list-style-type: none"> <li>- Strategies at the point of</li> </ul>	<ul style="list-style-type: none"> <li>-From Year 2: suffixes '-ness' and '-ful' following a consonant</li> <li>-Prefixes 'sub-' and 'tele-'</li> </ul>	<p>Strategies at the point of writing: Have a go</p> <ul style="list-style-type: none"> <li>- Elements from the previous</li> </ul>	<ul style="list-style-type: none"> <li>-Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</li> </ul>	<ul style="list-style-type: none"> <li>-The /ʌ/ sound spelt 'ou'</li> <li>-Spellings learnt in the last half term</li> <li>-Strategies for learning words:</li> </ul>



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	<ul style="list-style-type: none"> <li>- Revise prefix 'un-'</li> <li>Teach prefix 'dis-'</li> <li>- Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</li> <li>- Homophones (brake/ break, grate/great, eight/ate, weight/wait, son/sun)</li> <li>- Strategies for learning words.</li> </ul>	<p>writing: Have a go</p> <ul style="list-style-type: none"> <li>-Homophones</li> <li>-Year 2 prefixes and suffixes</li> <li>-Prefixes 'mis-' and 're-</li> <li>-The /ɪ/ sound spelt 'y'</li> <li>-Proofreading</li> <li>-Strategies for learning words: words from statutory and personal spelling lists</li> <li>-Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</li> <li>- Learn common exception words (see separate list)</li> </ul>	<ul style="list-style-type: none"> <li>-From Year 2: apostrophe for contraction</li> <li>-Strategies for learning words: words from statutory and personal spelling lists</li> <li>- Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</li> <li>-Suffixes '-less', '-ness', '-ful' and '-ly'</li> <li>-Learn common exception words (see separate list)</li> </ul>	<p>half term that require practice</p> <p>Prefixes 'super-' and 'auto-'</p> <ul style="list-style-type: none"> <li>-Strategies at the point of writing: homophones</li> <li>-Homophones</li> <li>-Words with the /k/ sound spelt 'ch' (Greek in origin)</li> <li>-Learn common exception words (see separate list)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Learn common exception words (see separate list)</li> <li>-Suffix '-ly' with root words ending in 'le' and 'ic'</li> <li>-Suffix '-ly'</li> <li>-From Year 2: Apostrophes for contractions</li> <li>-</li> <li>-Rare GPCs (/ɪ/ sound)</li> <li>-Strategies for learning words: words from statutory and personal spelling lists</li> <li>-From Years 1 and 2: vowel digraphs</li> </ul>	<p>words from statutory and personal spelling lists</p> <ul style="list-style-type: none"> <li>-Homophones (including <i>heel/heal/he'll</i>, <i>plain/plane</i>, <i>groan/grown</i> and <i>rain/rein/reign</i>)</li> <li>-Proofreading</li> <li>-Aspects from this half term</li> <li>-Learn common exception words (see separate lists)</li> </ul>
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## YEAR 3 LONG TERM PLAN FOR WRITING



YEAR 4 LONG TERM PLAN FOR WRITING

	BOOK ONE	BOOK TWO	BOOK THREE	BOOK FOUR	BOOK FIVE	BOOK SIX
TEXTS STUDIED	<p><b>Diary of a Wimpy Kid</b></p> <p>Comedy Theme</p> <p><b>Subsidiary Texts:</b></p> <ul style="list-style-type: none"> <li>- Diary of an Awesome Friendly Kid</li> </ul>	<p><b><u>Bill's New Frock (celebrating differences)</u></b></p> <p><b>Subsidiary Texts:</b></p>	<p><b><u>How to Train Your Dragon (Consequence/Justice/Friendship)</u></b></p> <p><b>Subsidiary Texts:</b></p> <p>Fiction: BFG</p>	<p><b><u>The Lost Happy Endings (Eerie)</u></b></p> <p><b>Subsidiary Texts:</b></p> <p>Picture Book: The Tunnel</p>	<p><b><u>The Lion, The Witch and The Wardrobe (fantasy and magic)</u></b></p> <p><b>Subsidiary texts:</b></p>	<p><b><u>The Miraculous Journey of Edward Tulane – Kate DiCamillo (adventure)</u></b></p> <p><b>Subsidiary Texts:</b></p>
SUGGESTED WRITTEN OUTCOMES	<ul style="list-style-type: none"> <li>- 3<sup>rd</sup> person recount of an event in Greg's life.</li> <li>- Diary (additional event that could happen – written in a funny way)</li> <li>- Formal email (Greg's parent complaint)</li> </ul>	<ul style="list-style-type: none"> <li>- One sided argument</li> <li>- Character description</li> <li>- Poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Description of a sea dragon (non-chronological report)</li> <li>- Explanation (oral/whole class/modelled/shortened)</li> <li>- Exploding a moment (battle scene)</li> </ul>	<ul style="list-style-type: none"> <li>- Alternative ending</li> <li>- News report (headline and 5W's)</li> <li>- ??</li> </ul>	<ul style="list-style-type: none"> <li>- Setting description</li> <li>- Travel guide to Narnia (travel blog style)</li> <li>- New chapter</li> </ul>	<ul style="list-style-type: none"> <li>- Biography (fictional character)</li> <li>- Poetry</li> <li>- Short internal monologue (about his journey)</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>- First person</li> <li>- Standard English (e.g. we were instead of we was)</li> <li>- 3rd person</li> <li>- Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>- Subordinating conjunctions (since, although, until)</li> <li>- Noun phrases expanded by addition of</li> </ul>	<ul style="list-style-type: none"> <li>- Conjunctions</li> <li>- Determiners</li> <li>- Possessive pronouns Covered but not in this unit.</li> <li>- Standard English</li> </ul>	<ul style="list-style-type: none"> <li>- Paragraphs</li> <li>- Co-ordinating conjunctions (or, yet)</li> <li>- Noun phrases expanded by addition of modifying adjectives, nouns and prepositional</li> </ul>	<ul style="list-style-type: none"> <li>- Paragraphs</li> <li>- Fronted adverbials e.g <u>Later that day</u>, I heard the bad news.</li> </ul>	<ul style="list-style-type: none"> <li>- Paragraphs</li> <li>- Possessive pronouns</li> <li>- Appropriate choice of noun or pronoun to aid cohesion</li> </ul>



YEAR 4 LONG TERM PLAN FOR WRITING

		<p>modifying adjectives, nouns and prepositional phrases (the teacher expanded to :the strict maths teacher with curly hair)</p> <ul style="list-style-type: none"> <li>- Fronted adverbials</li> <li>- Appropriate choice of noun or pronoun to aid cohesion and avoid repetition</li> </ul>		<p>phrases (the teacher expanded to :the strict maths teacher with curly hair)</p>	<p>-Standard English for verb inflections e.g. I were not I was/ I did not I done.</p> <ul style="list-style-type: none"> <li>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<p>and avoid repetition</p>
PUNCTUATION	<ul style="list-style-type: none"> <li>- Inverted commas with reported clause second (and other punctuation to indicate direct speech e.g. commas)</li> </ul>	<ul style="list-style-type: none"> <li>- Reinforce previously taught punctuation</li> </ul>	<ul style="list-style-type: none"> <li>- Apostrophes for possession</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce use of commas after <b>fronted adverbials</b></li> <li>- <b>Apostrophes to mark plural possession</b></li> <li>- Reinforce previously taught punctuation</li> </ul>	<ul style="list-style-type: none"> <li>- Inverted commas (with reported clause first)</li> <li>- Apostrophes for plural possession</li> <li>- Use of commas after fronted adverbials</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Reinforce previously taught punctuation from this year (focus on areas that need consolidating).</li> </ul>



YEAR 4 LONG TERM PLAN FOR WRITING

<p>SPELLING</p>	<p>-Homophones (isle/aisle, aloud/allowed, affect/ effect, herd/heard, past/ passed) -Learn common exception words (see separate list) -Strategies for learning words. -Words ending in -ure - Learn common exception words (see separate lists)</p> <p><b>All covered during No Nonsense Spelling session</b></p>	<p>-Strategies for learning words: words from statutory list learnt previously - Strategies at the point of writing: Have a go -Proofreading -Prefixes 'in-', 'il-', 'im-' and 'ir-' -Words from statutory and personal spelling lists: pair testing -Revise from Year 3 Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' - Words with the /j/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' -Adding suffixes beginning with vowel letters to words of more than one syllable</p>	<p>-The /g/ sound spelt 'gu' -Strategies for learning words: words from statutory and personal spelling lists -Words with endings sounding like /tʃə/ spelt '-ture' -Words with endings sounding like /tʃə/ spelt '-ture': dictation -Possessive apostrophe with plurals -Homophones (<i>scene/seen, mail/male, bawl/ball</i>) - Learn common exception words (see separate lists)</p> <p><b>All covered during No Nonsense Spelling session</b></p>	<p>- - Learn common exception words (see separate lists) -Statutory spellings learnt so far -Strategies at the point of writing: Have a go Proofreading -Prefixes 'anti-' and 'inter-' -Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' -Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' -Strategies for learning words: words from statutory and personal spelling lists -Spellings learnt so far this term</p> <p><b>All covered during No Nonsense Spelling session</b></p>	<p>-Words with the /s/ sound spelt 'sc' (Latin in origin) -Strategies for learning words: words from statutory and personal spelling lists -Strategies at the point of writing: Have a go -Endings that sound like /ʃən/ spelt 'sion' -Apostrophes for possession, including singular and plural -Homophones -Strategies for learning words: words from statutory list that need further learning - Learn common exception words</p>	<p>-Suffix '-ous' -Proofreading -Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' -Strategies for learning words: words from statutory and personal spelling lists -Suffix '-ly' added to words ending in 'y', 'le' and 'ic' -Work covered this term -Learn common exception words (see separate lists)</p>
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## YEAR 4 LONG TERM PLAN FOR WRITING

		<p>(‘-ing’, ‘-er’, ‘-en’, ‘-ed’)</p> <ul style="list-style-type: none"><li>- - Learn common exception words (see separate lists)</li></ul> <p><b>All covered during No Nonsense Spelling session</b></p>			<p>(see separate lists)</p> <p><b>All covered during No Nonsense Spelling session</b></p>	
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YEAR 5 LONG TERM WRITING PLAN

	BOOK ONE	BOOK TWO	BOOK THREE	BOOK FOUR	BOOK FIVE
TEXTS STUDIED	<p><b>Holes</b></p> <p>Consequence/Justice/Friendship</p> <p><b>Subsidiary texts:</b>            Fiction: The rhythm of the rain - Graham Baker Smith, Matilda            Poetry: Once upon a raindrop - James Carter (water cycle)</p>	<p><u><b>Room 13 (Eerie)</b></u></p> <p><b>Subsidiary Texts:</b></p>	<p><u><b>Boy at the Back of the Class (celebrating differences)</b></u></p> <p><b>Subsidiary Texts:</b></p> <ul style="list-style-type: none"> <li>- Fiction: <i>There's a Boy in the Girl' Bathroom</i>,</li> <li>- Picture book: <i>The Red Tree, The Journey, Refugees and Migrants</i></li> <li>- Autobiography: <i>I am Malala</i></li> </ul>	<p><u><b>Harry Potter and the Philosopher's Stone/</b></u></p> <p><b>Subsidiary Texts:</b></p> <ul style="list-style-type: none"> <li>- Non-Chron: <i>Fantastic Beasts and Where to Find Them (fantasy and magic)</i></li> </ul> <p>Setting descriptions: <i>Iron Man and The Lion, The Witch and The Wardrobe</i></p>	<p><u><b>The Stormkeeper's Island</b></u></p> <p><b>Subsidiary Texts:</b></p>
SUGGESTED WRITTEN OUTCOMES	<ul style="list-style-type: none"> <li>- Compare characters/description: <i>The Warden and... (not done)</i></li> <li>- Newspaper clipping/broadcast report (with bias) <i>(not done – too tricky at this point in the year)</i></li> <li>- Setting description <i>(of the desert and then the camp – zooming in from far away, gradually getting closer)</i></li> <li>- <i>Informal letter from Stanley to his mother telling her how great Camp is</i></li> </ul>	<ul style="list-style-type: none"> <li>- Diary (internal monologue drama) not done</li> <li>- Short story (villain is the room)</li> <li>- Poetry – based on Fliss's nightmare in chapter 1</li> <li>- News broadcast</li> </ul>	<ul style="list-style-type: none"> <li>- Formal letter (unknown audience)</li> <li>- Character descriptions: Internal thoughts and the perception of others</li> </ul> <p>Non-chron: what is a refugee?            Written from the perspective of the narrator in the book.</p>	<ul style="list-style-type: none"> <li>- Non-chronological reports (linked to <i>Fantastic Beasts</i>)</li> <li>- Poem</li> <li>-Flashback</li> </ul> <p>None of the above completed. Instead            Dumbledore Character description            Letter about Diagon Alley</p>	<ul style="list-style-type: none"> <li>- Conversation (reported speech)</li> <li>- Setting description</li> <li>- Story opening for the sequel (including film trailer).</li> </ul>



YEAR 5 LONG TERM WRITING PLAN

	- <i>Non-chronological reports on Yellow spotted lizards</i>				
GRAMMAR	<ul style="list-style-type: none"> <li>Relative clauses (<i>not done</i>)</li> <li>To use modal verbs to indicate possibility (can, cannot, could, could not, might, might not, should, should not, must)</li> <li>Cohesion within a paragraph (then, after that, this, firstly).</li> <li>Complex sentences (<i>not done</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Cohesion within a paragraph (then, after that, this, firstly).</li> <li>Sentences that begin with a subordinate clause followed by a comma</li> </ul>	<ul style="list-style-type: none"> <li>To use modal verbs to indicate possibility (+shall, shall not, will, will not, ought to, ought not).</li> <li>Adverbials of time to link across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] ---Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>	<ul style="list-style-type: none"> <li>Commas to clarify meaning or avoid ambiguity</li> </ul>
PUNCTUATION	<p>Apply previously taught punctuation in the context of the writing:</p> <ul style="list-style-type: none"> <li>Inverted commas with reported clause second (<i>not done</i>)</li> <li>Apostrophes for contractions and possession</li> <li>Commas in lists</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>Brackets for parenthesis</li> <li>Inverted commas – done on the newsbroadcast</li> </ul>	<ul style="list-style-type: none"> <li>Commas for parenthesis</li> </ul>	<p>Exercise control over when to use brackets, dashes and commas for parenthesis</p>	



YEAR 5 LONG TERM WRITING PLAN

	<ul style="list-style-type: none"> <li>Commas after a fronted adverbial</li> </ul>				
SPELLING	<ul style="list-style-type: none"> <li>Learn common exception words (see separate lists)</li> <li>Words with the letter string 'ough'</li> <li>Words with 'silent' letters</li> <li>Words ending in '-able' and '-ible'</li> <li>Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)</li> <li>Strategies for learning words</li> </ul>	<ul style="list-style-type: none"> <li>Selected spellings taught last half term and new spellings for this half term</li> <li>From previous years: plurals (adding '-s', '-es' and '-ies')</li> <li>From previous years: apostrophe for contraction and possession</li> <li>Use of the hyphen</li> <li>Strategies for learning words: words from statutory and personal spelling lists.</li> <li>Proofreading, focusing on checking words from personal lists</li> <li>Using a dictionary to support learning word roots, derivations and spelling patterns</li> <li>Using dictionaries to create word webs</li> <li>Strategies at the point of writing:</li> </ul>	<ul style="list-style-type: none"> <li>Strategies at the point of writing: Have a go</li> <li>From Years 3 and 4: apostrophe for possession</li> <li>Strategies for learning words: words from personal spelling lists words from statutory and personal spelling lists</li> <li>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</li> <li>Rare GPCs: dictation</li> <li>Using spelling journals for etymology</li> <li>Words ending in '-ably' and '-ibly'</li> <li>Homophones (<i>led/lead, steel/steal, alter/altar</i>)</li> <li>Strategies for learning words: homophones</li> <li>Building words from root words</li> <li>Homophones <ul style="list-style-type: none"> <li>Learn common exception words (see separate lists)</li> </ul> </li> <li>Words with the /i:/ sound spelt 'ei'</li> <li>'ei' and 'ie' words</li> </ul>	<ul style="list-style-type: none"> <li>Strategies at the point of writing: Have a go</li> <li>Learn common exception words (see separate lists)</li> <li>Strategies at the point of writing: using etymological/morphological strategies for spelling</li> <li>Proofreading for words on statutory list</li> <li>Homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>)</li> <li>Homophones</li> </ul>	<ul style="list-style-type: none"> <li>Learn common exception words (see separate lists)</li> <li>Proofreading: use of dictionary to check words referring to first three or four letters</li> <li>Strategies for learning words: problem suffixes</li> <li>Homophones</li> <li>Strategies for learning words: words from statutory and personal spelling lists</li> <li>Spelling aspects from Year 5 that are not secure</li> </ul>



## YEAR 5 LONG TERM WRITING PLAN

		<p>building new words from known morphemes</p>			
	<p><b><u>Reinforced punctuation from previous years:</u></b></p> <ul style="list-style-type: none"> <li>• Inverted commas with reported clause second</li> <li>• Apostrophes for contractions and possession</li> <li>• Commas in lists</li> <li>• Question marks</li> <li>• Exclamation marks</li> <li>• Capital letters and full stops</li> <li>• Commas after a fronted adverbial</li> </ul>		<p><b><u>Reinforced grammar from previous years:</u></b></p> <ul style="list-style-type: none"> <li>• First person</li> <li>• Standard English (e.g. we were instead of we was)</li> <li>• 3rd person</li> <li>• Paragraphs</li> <li>• Conjunctions for subordination and co-ordination</li> <li>• Expanded noun phrase</li> <li>• Fronted adverbials</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Adverbs</li> <li>• Adjectives</li> <li>• Pronouns</li> <li>• Determiners</li> <li>• Past/present/future tense (simple, perfect)</li> <li>• Prepositions</li> <li>• Main clauses and subordinate</li> <li>• Statements, commands, questions, exclamations</li> </ul> <p>Singular and plural</p>		



YEAR 6 LONG TERM PLAN FOR WRITING

	BOOK ONE	BOOK TWO	BOOK THREE	BOOK FOUR	BOOK FIVE
TEXTS STUDIED	<p><b><u>A Series of Unfortunate Events</u></b></p> <p>(Consequence/Justice/Friendship)</p> <p><b>Subsidiary texts:</b></p> <ul style="list-style-type: none"> <li>- Fiction: Cinderella, Matilda, Holes,</li> <li>Poem: Matilda Who Told Lies and was Burned to Death</li> </ul>	<p><b><u>Grimm’s Fairy Tales (Eerie)</u></b></p> <p><b>Subsidiary texts:</b></p> <ul style="list-style-type: none"> <li>- Fairy Tales: Hansel and Gretel (any)</li> <li>- Film: Disney Villains</li> <li>Play: Macbeth</li> </ul>	<p><b><u>Harry Potter and the Philosopher’s Stone/</u></b></p> <p><b>Subsidiary Texts:</b></p> <ul style="list-style-type: none"> <li>- Non-Chron: Fantastic Beasts and Where to Find Them (fantasy and magic)</li> </ul> <p>Setting descriptions: Iron Man and The Lion, The Witch and The Wardrobe.</p>	<p><b><u>Wonder (celebrating differences)</u></b></p> <p><b>Subsidiary texts:</b></p> <p>Fiction: <i>Pig Heart Boy</i>, Harry Potter, Holes, Boy at the Back of the Class (read in Y5), The Day I was Erased, There’s a Boy in the Girl’s Bathroom.</p> <p>Picture Books: The Island and <i>The Arrival</i></p>	<p><b><u>My Brother is a Superhero (comedy)</u></b></p> <p><b>Subsidiary texts:</b></p> <ul style="list-style-type: none"> <li>- Fiction: Kid Normal, Alex Rider,</li> <li>Non-fiction: Little Books for...?? Real life superheroes</li> </ul>
SUGGESTED WRITTEN OUTCOMES	<ul style="list-style-type: none"> <li>- Exploding moment (e.g. slow telling description of when the children see the fire unfold/fall off a...)</li> <li>- Letter to an unknown (To whoever finds this...)</li> <li>- Compare Count Olaf to BFG Trunchball and The Warden</li> <li>- Poem, “The Beaudelaire children who didn’t tell lies but suffered anyway!” (based on the Matilda poem)</li> <li>- News broadcast with bias</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative twist</li> <li>- Persuasive letter to Little Red Riding Hood (known audience - formal)</li> </ul>	<ul style="list-style-type: none"> <li>- Non-chronological reports (linked to Fantastic Beasts)</li> <li>- Poem</li> <li>- Flashback</li> </ul>	<ul style="list-style-type: none"> <li>- Balanced argument (Should Auggie go to school?)</li> <li>- Newspaper report (Auggie starting school)</li> <li>- Internal monologue</li> <li>- Explanation (How to be a good friend)</li> </ul>	<ul style="list-style-type: none"> <li>- News broadcast/newspaper clipping (with bias)</li> <li>- 1<sup>st</sup> person narrative (both brothers to compare)</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>• Expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>- Use of passive voice to affect the presentation of information in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>- Exercise control over when to use brackets, dashes and commas for parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>- The difference between vocabulary (informal and formal speech e.g. said Vs reported Vs alleged</li> </ul>	<ul style="list-style-type: none"> <li>- The difference between structures typical of informal speech and structures appropriate for formal speech and</li> </ul>



YEAR 6 LONG TERM PLAN FOR WRITING

				<p>Vs claimed in formal writing)</p> <ul style="list-style-type: none"> <li>- Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.</li> </ul>	<p>writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)</p>
PUNCTUATION	<ul style="list-style-type: none"> <li>• Reinforce previously taught punctuation (see grid below)</li> </ul>	<ul style="list-style-type: none"> <li>- Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.)</li> <li>- Use of the colon to introduce a list</li> <li>- How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or</li> </ul>	<ul style="list-style-type: none"> <li>- How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</li> <li>- Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.)</li> <li>- Use of the colon to introduce a list</li> </ul>		



YEAR 6 LONG TERM PLAN FOR WRITING

		recover versus re-cover)	-		
SPELLING	<ul style="list-style-type: none"> <li>- Learn common exception words (see separate lists)</li> <li>- Words ending '-able'/'-ably', and '-ible'/'-ibly'</li> <li>- Adding suffixes beginning with vowels to words ending in '-fer'</li> <li>- Strategies for learning spelling</li> </ul>	<ul style="list-style-type: none"> <li>-Words from statutory word lists</li> <li>-Homophones ('ce'/'se')</li> <li>-Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</li> <li>-Strategies for learning words: words from personal spelling lists</li> <li>-Words from personal spelling lists               <ul style="list-style-type: none"> <li>- Learn common exception words (see separate lists)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Words with 'ough' letter string</li> <li>-Words ending '-cial' and '-tial'</li> <li>-Generating words from prefixes               <ul style="list-style-type: none"> <li>- Learn common exception words (see separate lists)</li> </ul> </li> <li>-Strategies for learning words: words from statutory and personal spelling lists</li> <li>-Proofreading someone else's writing</li> <li>-Homophones (<i>dessert/desert, stationery/stationary, complemet/compliment, principle/principal, prophet/profit</i>)</li> <li>-Homophones covered in KS2</li> <li>-Homophones covered in KS2: dictation</li> <li>-Generating words from prefixes and roots</li> </ul>	<ul style="list-style-type: none"> <li>-Strategies for learning words: rare GPCs from statutory word list               <ul style="list-style-type: none"> <li>- Learn common exception words (see separate lists)</li> </ul> </li> <li>-Strategies for learning words: words from statutory and personal spelling lists</li> <li>-Words ending in 'ant', '-ance and '-ancy'</li> <li>-Proofreading own writing independently</li> <li>-Root words and meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Spellings taught last half term</li> <li>-Learn common exception words (see separate lists)</li> <li>-Words ending '-ent', '-ence' and '-ency'</li> <li>-Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)</li> <li>-Strategies for learning words: commonly misspelt homophones</li> </ul>
	<p><b><u>Reinforced punctuation from previous years:</u></b></p> <ul style="list-style-type: none"> <li>• Inverted commas with reported clause first and second</li> </ul>		<p><b><u>Reinforced grammar from previous years:</u></b></p> <ul style="list-style-type: none"> <li>• First person</li> </ul>		



## YEAR 6 LONG TERM PLAN FOR WRITING

	<ul style="list-style-type: none"><li>• Apostrophes for contractions and possession</li><li>• Commas in lists</li><li>• Question marks</li><li>• Exclamation marks</li><li>• Capital letters and full stops</li><li>• Commas after a fronted adverbial</li><li>• Commas to clarify meaning</li><li>• Brackets, dashes and commas for parenthesis (including around a relative clause)</li><li>• Commas after a subordinate clause at the start of a sentence</li></ul>	<ul style="list-style-type: none"><li>• Standard English (e.g. we were instead of we was)</li><li>• 3rd person</li><li>• Paragraphs</li><li>• Conjunctions for subordination and co-ordination (<b><u>see below for examples taught</u></b>)</li><li>• Expanded noun phrase</li><li>• Fronted adverbials</li><li>• Nouns</li><li>• Verbs</li><li>• Adverbs</li><li>• Adjectives</li><li>• Pronouns</li><li>• Determiners</li><li>• Past/present/future tense (simple, perfect)</li><li>• Prepositions</li><li>• Main clauses and subordinate</li><li>• Statements, commands, questions, exclamations</li><li>• Singular and plural</li><li>• Relative clauses and pronouns</li><li>• Modal verbs (can, could, might, should, must, shall, will, ought to and their negatives)</li><li>• Complex sentences including those with a subordinate clause at the start</li><li>• Adverbials of time to support cohesion within and across paragraphs</li><li>• Word meaning (concision and precision in vocabulary)</li></ul>
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## YEAR 6 LONG TERM PLAN FOR WRITING