

English/Writing Long Term Plan

2s-3s		Autumn		Spring		Summer	
	Core Text	Guess How Much I Love You?	Where's Spot?	The Train Ride	The Gingerbread Man	The Very Busy Spider	Brown Bear, Brown Bear, What do you see?
	Nursery Rhyme Link	Twinkle Twinkle Little Star	Baa Baa Black Sheep	Wheels on the Bus	Incy Wincy Spider	Miss Polly	Humpty Dumpty
	Key Activities and Provision	The development of children's spoken language underpins all seven areas of learning and development by using Back-and-forth interaction Language-rich environment Commenting on what children are interested Echoing back with new vocabulary added Repeated refrain Storytelling Role play					

English/Writing Long Term Plan

3-4s	2 Year Cycle	Autumn		Spring		Summer	
	Core Text	Dear Zoo OR The Magic Porridge Pot	Owl Babies OR Peace at Last	We're going on a bear hunt OR Polar Bear, Polar Bear What do you Hear?	A Squash and a Squeeze Chicken Licken OR Three Billy Goat's Gruff The Three Little Pigs	Jack and the Beanstalk. Jasper's Beanstalk OR The Very Hungry Caterpillar What the Ladybird Heard	My Pet Star Whatever Next OR Dinosaur Roar Ten Minutes to Bed Little Dinosaur
	Provision and Objectives	Explore the different environmental sounds including animal noises Mark make/write letters to the zoo and tags, giving meaning to marks Identify environmental sounds Alliterative song; bubble, bubble pop Talk 4 writing Magic Porridge to orally rehearse.	Prediction of the story Write and post letters to our families who we are missing Early Phonics sessions to start Phase one phonics links to identify the environmental sounds from the story; drip from the tap, aeroplane, snoring etc	Joining in with repeated refrains Recognising rhythm and rhyme in a story Talk 4 writing – Bear Hunt Story sequencing—Draw a sequence of events from the story Identify the rhyming names in the story (rhyme recap) Identify the Alliteration in the names (recap) Tales Toolkit	Model reading Big Book following text left to right. Model writing lists, descriptions with initial sounds, oral blending/segmenting Add small books to writing area. Talk 4 Writing	Draw and label (meaning to marks) the cycle of a beanstalk. Write instructions for planting using prewriting symbols and giving meaning to their marks. Nursery RWI to start Write what the caterpillar ate (giving meaning to their marks) Drawing and making caterpillar books to retell the story Use a clipboard and chart to go on a nature/minibeast hunt in the outdoor area	Make a shopping list that includes items you might need for a picnic Tales Toolkit Make a dinosaur fact file, draw and label different dinosaurs giving meaning to their marks. Create alliterative names for the dinosaurs. Read story, Dinosaur Roar and recap on and identify rhyming words.
	Nursery Rhyme Link	Head, Shoulders, Knees and Toes	Sleeping Bunnies	Row Row Row Your Boat	Old Macdonald had a Farm	5 Little Ducks	5 Little in a Flying Saucer
	Provision Books	The Dot Giraffes Can't Dance Information books about animals Pumpkin Soup Room on a Broom Funny Bones	The Jolly Postman The Jolly Christmas Postman Can't you Sleep Little Bear Stick Man Information books about festivals	Brown Bear Brown Bear what can you see? Goldilocks and the 3 Bears	The Train Ride The 3 Little Wolves and the Big Bad Pig Little Red Hen Mr Wolf's Pancakes Come on Daisy	The Bad-Tempered Ladybird Range of non-fiction books Oliver's Vegetables	Tyrannosaurus Drip Giganotosaurus How to Catch a Star Dinosaurs love Underpants

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Rec	2 Year Cycle	Autumn		Spring		Summer	
	Core Text	The Colour Monster – Goldilocks and the Three Bears – My Very First Story Time	Room on the broom – Julia Donaldson Stick Man – Julia Donaldson	Somebody's Swallowed Stanley – Sarah Roberts Last Tree in the city – Peter Carnavas	The Little Red Hen – Jonathan Allen Supertato – Sue Hendra and Paul Linnet	Lost and Found – Oliver Jeffers Handa's Surprise Eileen Browne	Jack and the FlumFlum Tree David Roberts
	Provision and Objectives	Drawing Development – Drawing self-portraits and practicing writing own names. Blending/Segmenting Drawing a labelling the characters from Goldilocks with initial sounds. Talk 4 Writing – Learn the story of Goldilocks, create a story map and retell the story with actions. Drawing Club - drawing skills, focused on adding detail and thinking before they make marks, write codes to label their images through initial sounds, words, captions or marks depending on next steps.	Drawing Club - drawing skills, focused on adding detail and thinking before they make marks, write codes to label their images through initial sounds, words, captions or marks depending on next steps.				
	Talk through Stories	Recap of familiar nursery stories PSED links to emotions and new starts	Room on the broom My Monster and Me Billy and the beast Stickman One snowy night Can't you sleep little bear	Room on the broom My Monster and Me Billy and the beast Stickman One snowy night Can't you sleep little bear	Little Red Hen The Scarecrow's Wedding The Extraordinary Gardener Supertato Sonya's Chickens	Lost and Found Click, Clack Moo Handa's Hen Handa's Surprise Farmer Duck	Jack and the flum flum tree Zog On the way home Alien's love underpants After the fall
	Nursery Rhyme Link	If you're happy and you know it	Little Donkey	Plastic Pollution	Mary Mary quite contrary	Down in the Jungle	A Sailor went to Sea

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Year 1		Autumn	Spring	Summer
	Core Text	Three little Pigs Supervorm Tiger who came to tea Little Red Riding Hood Keith the cat with the magic hat	Books to be decided from AFL	Books to be decided from AFL
	Writing Objectives	• Compose sentences orally by saying them out loud before writing them • Combine words to write sentences. • Leaves spaces between words when writing. • Use full stops and capital letters to demarcate some sentences. • Re-reads their writing to check that it makes sense and discusses it with a teacher. • Use knowledge of phonemes taught to spell some words correctly and make phonetically plausible attempts at others. • Begin to form lowercase letters correctly whilst holding a	• Begin to sequence sentences to form short narratives (real and/or fiction) • Use 'and' to join words within sentences e.g. fish and chips/cats and dogs • Use capital letters on most occasions for proper nouns (days of the week, people/place names) and the personal pronoun 'I' mostly. • Forms lowercase letters correctly and capital letters whilst holding a pencil correctly and sitting at a table. • Use knowledge of the 40+ phonemes taught to spell many words correctly and make phonetically plausible attempts at others.	• Write a sequence of sentences to form short narratives (real and/or fiction) • Begin to use question marks (?) and exclamation marks (!) in writing. • Use 'and' to join sentences in writing e.g. She has a hat and it is red. • Spell most Y1 common exception words correctly including days of the week. • Use the suffixes '-ed', '-ing', '-er', and '-est' where there is no change to the spelling of the root word.

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		pencil correctly and sitting at a table.	• Spell some Y1 common exception words correctly including days of the week. • Use the prefix 'un' to spell words in writing. *Note pupils may substitute for suffixes from the Summer Term at this point in line with spelling scheme sequence* • Use the suffix '-s' and '-es' to write plurals in the regular form in writing. *Note pupils may substitute for suffixes from Summer Term at this point in line with spelling scheme sequence*	
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To entertain To inform

		Autumn	Spring	Summer
	Core Text	Paddington at the Palace Katie in London Big Picture book of London Queen Victoria's Bathing Machine	Vlad and the Great Fire of London Baker Boy and the Great Fire of London	The Firework Maker's Daughter
	Writing Piece 1	Character Description of Paddington • Capital Letters	Character Description of Boxton • Capital Letters	Character Description of Hamlet the Elephant. • Sentence punctuation

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Year 2		• Full Stops for sentences and people. • Join sentences using and. • Nouns and adjectives to describe characters. • Clear spaces between words.	• Full Stops for sentences and people. • Join sentences using and. • Subordination (when, because, if) • Apostrophes for possession (Boxton's fur is...) • Write in the present tense.	• Write in present tense • Co-ordination (and, but) and Subordination (because, when) • Suffix -est or -er • Apostrophes for singular possession
	Writing Piece 2	3rd Person Retell of Paddington's Day • Proper sentence punctuation. • And to separate words and clauses. • Capitalisation for proper nouns (people and places) • Co-ordination (and, but) and Subordination (because, when) • Expanded noun phrases to describe things. • -ed to create simple past tense. • Exclamations and exclamation marks.	Setting Description of the Fire Scene. • Basic sentence punctuation using KS1 punctuation. • Expanded noun phrases • Co-ordination (and, but) and Subordination (because, when) • Adverbs of manner • S and es for plurals. • Write in the present tense	Letter from Lyla to her dad. • Sentence punctuation • Questions and question marks? • Apostrophes for contraction? • Write about real events simply and clearly • Some verbs in the progressive tense (I am writing...I am climbing, I am searching...)
	Writing Piece 3	Information text about The Tower of London • Caps and Stops • Say more than one thing about each idea.	Recount of Baker Boy • Write about real events simply and clearly • Write in the past tense.	Setting description for the volcano. • Basic sentence punctuation using KS1 punctuation. • Expanded noun phrases using commas for lists.

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		• Co-ordination (and, but, so) and Subordination (because, when,) • Expanded noun phrases to describe things. • Adding s and es for plurals • Question to hook the reader. • Adverbs of manners to show how things are done.	• Basic sentence punctuation using KS1 punctuation. • Expanded noun phrases • Co-ordination (and, but) and Subordination (because, when) • Adverbs of manner • S and es for plurals.	• Co-ordination (and, but) and Subordination (because, when) • Adverbs of manner • S and es for plurals.
	Writing Piece 4	1st Person retell of Queen Victoria's day • Simple (changed, stared) and irregular past tense (swam, went) • Caps and Stops • Say more than one thing about each idea. • Co-ordination (and, but, so) and Subordination (because, when,) • Expanded noun phrases to describe things.	Instructions • Basic sentence punctuation using KS1 punctuation. • Expanded noun phrases • Co-ordination (and, but) and Subordination (because, when) • Commands and imperatives • Use of exclamation marks for big feelings. • Adverbs of time and manner. • Commas for lists	Information Text about Fireworks. • Basic sentence punctuation using KS1 punctuation. • Expanded noun phrases • Co-ordination (and, but) and Subordination (because, when) • Write in the tone of information. • Commas for lists
	Writing Piece 4 - Stand Alone	Based on AFL and children's emerging needs from Termly Assessment Framework.		

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To entertain To inform To persuade

		Autumn	Spring	Summer
	Core Text	Pugs of the Frozen North	The Boy Who Grew Dragons	Ava's Destiny
Writing Piece 1	Character Description (one paragraph) • Apostrophes for singular possession • Question marks and exclamation marks • Commas for lists of adjectives and nouns • Expanded noun phrases. • Wider conjunctions - or and but, when, if, that, because	Dragon description - 2 paragraphs • Write in the present tense - dragons are... • Expanded noun phrases • Adverbs of manner • Use conjunctions as, although, before and after • Organise ideas around a theme TiPToP.	Information Text • Present perfect - scientists have discovered... • Adverbs of cause - therefore, as a result • Organising ideas around a theme TiPTop.	
Writing Pleece 2	Retell part of the story from the character's point of view • Wider conjunctions - or and but, when, if, that, because, although • Use co-ordinating conjunctions to join two ideas	Instructions • Conjunctions to express time and cause - after, since, before, because • Mark fronted adverbials with a comma • Imperative verbs • Adverbs of manner and time	Adventure Narrative • Punctuate direct speech and write reporting clauses • Expanded noun phrases with correct punctuation • Select vocabulary to develop character and plot and setting • Know when to start a new	

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Year 3		• Use adverbs of time to organise ideas - then, after that, next... • Write in the past tense and use present perfect tense e.g. a silence has fallen over the wilderness	• Adverbs and preposition to show cause - therefore, as a result	paragraph
	Writing Piece 3	Fact File/Information Text (2 paragraphs) • Organise ideas around a theme • Use fronted adverbials marked by a comma • Use subordinating conjunctions if, because and although to extend sentences. • Use co-ordinating conjunctions to join two ideas • Use conjunctions to express cause e.g. although, however, therefore.	Retell a Key Event from the Story • Punctuate direct speech and write reporting clauses • Expanded noun phrases with correct punctuation • Select vocabulary to develop character and plot.	Persuasive Advert • Present ideas using structural formats e.g. headings, text boxes • Extend ideas using a range of conjunctions • Topic sentences • Prepositions.
	Writing Piece 4 - Stand Alone	Based on AFL and children's emerging needs from Termly Assessment Framework.		

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To entertain To inform To persuade

Year 4		Autumn	Spring	Summer
	Core Text	Stig of the Dump	Viking Boy	Land of Roar
	Writing Piece 1	Setting description • Past tense - irregular and regular • Prepositions for place e.g near, behind, above, between, with • Expanded and modified noun phrase - 2a, noun preposition phrase • Wider conjunctions to extend sentences e.g. ISAWAWABUB or, but, and, for, yet • Fronted adverbials, words and clauses. • Apostrophes for contraction • Use of paragraphs to organise and group ideas around a theme.	Information Text - Valhalla • Present or past perfect tense • Conjunctions to express cause (after, therefore) • Subordinate clauses to add detail using a range of conjunctions • Adverbs and prepositions of manner and place • Noun phrases for clarity • Use of paragraphs to organise and group ideas around a theme. • Present ideas using structural features e.g headings, subheadings, thought boxes.	Character Description - Using words with common pre-fixes and suffixes - Present or past perfect tense - Fronted adverbials for time and manner - Simple paragraphing

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	Writing Piece 2	Information Text - all about the Dump • Present or past perfect tense 'The dump has fallen into disrepair' • Conjunctions to express time and cause (after, as, before; because, since) • Subordinate clauses to add detail using a range of conjunctions • Adverbs and prepositions of manner and place • Noun phrases for clarity • Apostrophes for contraction • Use of paragraphs to organise and group ideas around a theme.	Retell part of the story • Direct speech to open and introduce the character • Wider conjunctions to extend sentences to have more than one clause in varied position • Varied sentence openers • Adverbs and prepositions to express time, cause and manner. • Know when to change paragraphs TiPTop • Developing characters, setting and plot using rich and varied vocabulary	Persuasive Advert - Visit the Land of Roar • Use features of a persuasive text • Manipulate the use of standard English • Apostrophes for possession and contraction • Prepositions of cause and manner • Select appropriate pronouns and nouns to avoid repetition and promote cohesion
	Writing Piece 3	Retell part of the story • Wider conjunctions to extend sentences • Fronted adverbials • Vast sentence openers • Adverbs and prepositions to express time and cause. • Apostrophes for contraction • Use of paragraphs to organise and group ideas around a theme.	Persuasive Speech from the perspective of Gunnar- a peaceful and prosperous future. • Apostrophes for contraction • First person • Prepositions of time e.g. during this period...before they came...once this is done... • Prepositions of manner - with your support...gether	Recount of final battle • First person • Adverbs of time, cause and manner • Prepositions of time, cause and manner • Apostrophes for possession and contraction • Select appropriate pronouns and nouns to avoid repetition and promote cohesion

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		Developing characters using rich and varied vocabulary	- Extending sentences to have more than one cause in varied positions. - Conjunctions and adverbs to extend ideas. - Features of persuasive writing.	Developing characters, setting and plot using rich and varied vocabulary
	Writing Piece 4 - Stand Alone	Based on AFL and children's emerging needs from Termly Assessment Framework.		

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Year 5		Autumn	Spring	Summer
	Core Text	The Last Bear	The Explorer	Pig Heart Boy
	Writing Piece 1	Setting Description/Retell April arrives on the Island - Organise ideas into paragraphs - Use wider variety of co-ordinating and subordinating conjunctions to create cohesion - Use grammatical structures of a diary entry - question tags, apostrophes for contraction - Selecting appropriate vocabulary to express emotion - Describing events and settings to advance the action using rich and varied vocabulary. - Modify nouns with adjectives and prepositional phrases. - Use commas for parenthesis.	Recount/retell of the crash - Using paragraphs to organise ideas - Use a range of adverbs - Describe settings and use language to create atmosphere - Relative Clauses to add detail - Range of conjunctions and adverbs for cohesion - Direct speech to convey character - Describing events and settings to advance the action using rich and varied vocabulary.	Balanced Argument - Pros and Cons of Animal Transplantation - Use adverbials, pronouns and conjunctions for cohesion - Use a range of sentence openers to create interest - Use conjunctive adverbs to introduce supporting and opposing arguments. - Use a range of conjunctions and adverbs - Use language for precision and clarity. - Modal verbs to express possibility

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	Writing Piece 2	Narrative/Retell • Direct speech to convey character • Describe settings and characters using rich and varied vocabulary • Possessive apostrophe - April's... • Vary sentence openers, nouns and pronouns for cohesion. • Use a range of fronted adverbials to advance the action for cohesion • Select clear verbs and adjectives with correct subject verb agreement for effect. • Modify noun phrases using adjectives and prepositions	Letter - to home - Direct address - use of you - Use the grammatical structures of a letter home - Use paragraphs to organise ideas - Use conjunctions, pronouns and adverbials to create cohesion - Use relative clauses to add detail - Use nouns, adjectives, verbs and phrases for clarity of description	Biography of Cameron - Organise ideas into clear paragraphs - Adverbs of time, manner and cause to organise and expand ideas - Use conjunctive adverbs to add information - additionally, also, therefore, - Select noun phrases and adjectives for clarity in the style of a biography - Brackets, commas and dashes for parenthesis. - Range of devices to promote cohesion.
	Writing Piece 3	Persuasive Speech - Save the Polar Bears • Organise ideas into clear paragraphs - introduction, paragraphs, conclusion • Present writing using structural devices - headings, sub headings, images and captions. • Use conjunctive adverbs to join ideas	Information Text - The Rainforest - Organise ideas into clear paragraphs - Use question marks and exclamation marks - Clear topic sentences - Relative clauses and adverbials of manner and cause.	Newspaper Report - Pig Heart Boy - Organise ideas into paragraphs and use the structure and grammatical features of a newspaper report - Direct speech to advance actions - Adverbials of time, place and manner

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		• Chose nouns and adjectives for clarity and cohesion • Extend sentences using relative clauses	- Present writing using structural devices - headings, sub headings, images and captions. - Colons for lists and joining clauses.	- Use of relative clauses and parenthesis to create detailed sentences - Introduction to the semi colon to join clauses - Use commas to clarify meaning and avoid ambiguity. - Ensure consistent tense choices are appropriate in the different paragraphs.
	Writing Piece 4 - Stand Alone	Based on AFL and children's emerging needs from Termly Assessment Framework.		

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Year 6		Autumn	Spring	Summer
	Core Text	Kesnake's Kingdom	Holes	
	Writing Piece 1	Diary Entry - the night before the voyage - Use paragraphs to organise ideas - Describe settings and characters - Spelling words mostly accurately - Use the features of informal writing - direct address, first person, question tags, contractions. - Meeting WTS criteria of the Teacher Assessment Framework	Persuasive Letter from Stanley - Use rich and varied vocabulary to describe settings, characters and atmosphere - Use an informal voice - contractions, questions tags etc - Use adverbials of time, manner and purpose to organise ideas - Use conjunctions, adverbials, pronouns and synonyms to create cohesion. - Use verb tenses consistently - present tense - present progressive - present perfect - Use modal verbs to express degrees of certainty.	AFL Writing Based on Gaps in KS2 Framework EXS Travel Brochure Nonchronological report of an animal/hybrid Video Clip retell - e.g. Indiana Jones, Jurassic Park Letter of Complaint GDS Writing in role - Shakespeare, Shackleton, The piano
	Writing Piece 2	Re-tell- A day at sea	Newspaper report	

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		- Create atmosphere through language - Describe setting and atmosphere - Organise ideas into paragraphs - Use adverbials to organise ideas and create cohesion. - Use pronouns to create cohesion. - Use commas and dashes for parenthesis to add details. - Use the features consistent with creating an adventure story (figurative language, similes, metaphors, personification range of sentence types, show not tell) - Expanded noun phrases modified with prepositions and adverbs. - Use direct speech to convey character and advance the action.	• Punctuate direct speech using inverted commas • Use adverbials of time and cause • Use adverbial and adjectival phrases to add detail and information • Write in the passive voice • Use dashes for parentheses. • Distinguish between the language of speech and writing • Exercise an assured and conscious control over formality.	
	Writing Piece 3	Biography of Kensuke • Structure non-fiction texts appropriately • Organise ideas into clear paragraphs • Use a topic sentence • Use relative clauses to add detail • Use conjunctive adverbs to join ideas together	Retell - Stanley in the Warden's Office • Integrate dialogue in narrative to advance the action • Use a range of devices to build cohesion • Describe settings, characters and create atmosphere • Distinguish between the languages of speech and writing	

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		• Use pronouns and varied noun phrases for cohesion - eg. Japan, this interesting island... • Use brackets, commas and dashes for parentheses • Write in the past/present tense	and choose the appropriate register. • Use a range of punctuation from the KS2 programme of study. • Use consistent verb choices and vocab/grammar forms that reflect the writing requirement at KS2.	
	Writing Piece 4 - Stand Alone	Gringott's Bank - Changing Atmosphere	Based on AFL and children's emerging needs from Spring Assessment Framework.	