

Nursery/Reception Writing Long Term Plan 2023-2024

Texts	Outcomes	Communication and Language	Reading	Writing
Autumn 1 <i>We're Going to Find the Monster</i> by Malorie Blackman and Dapo Adeola	To use story images to join in with key events and phrases in a re-telling of the story – some pupils may choose to draw/mark make some of the story	3- and 4-year-olds Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	3- and 4-year-olds Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	3- and 4-year-olds Use some of their print and letter knowledge in their early writing
	To depict the main events of the story using between 3 and 5 images – pupils to mark make next to each image explaining what is happening	Children in reception Engage in story times Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound	Children in reception Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	Children in reception Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
Spring 2 <i>Something Else</i> by Kathryn Cave	Pupils to orally retell the story using puppets.	3- and 4-year-olds Enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities)	3- and 4-year-olds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	3- and 4-year-olds Use some of their print and letter knowledge in their early writing Write some or all of their name
	To orally retell the story and retell a shortened version.	Children in reception Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs	Children in reception Read simple phrases and sentences made up of words with known letter– sound correspondence and, where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to RWI programme.	Children in reception Form lower-case and some capital letters correctly Write short sentences with words with known sound letter correspondences Re-read what they have written to check that it makes sense

Texts	Outcomes	Communication and Language	Reading	Writing
Summer 1 <i>Clem and Crab</i> by Fiona Lumbers	To sequence images from the story and use them to retell the start middle and end	3- and 4-year-olds Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play	3- and 4-year-olds Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary	3- and 4-year-olds Use some of their print and letter knowledge in their early writing Write some letters accurately
	To orally retell the story. To write a letter to another class encouraging them to put litter in the bin/take it home when they visit the beach and explain why this is	Children in reception Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition	Children in reception Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words Read a few common exception words matched to RWI phonics programme	Children in reception Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
Summer 2 <i>Romeosaurus and Juliet Rex</i> by Mo O'Hara	To sequence images depicting key events in the story and use the images to retell the basic storyline	3- and 4-year-olds Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play	3- and 4-year-olds Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary	3- and 4-year-olds Use some of their print and letter knowledge in their early writing Write some letters accurately

	To rewrite the story	Children in reception Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Children in reception Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words Read a few common exception words matched to RWI phonics programme.	Children in reception Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
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Year 1/2 Writing Long Term Plan 2023-2024

	We're Going to Find the Monster by Malorie Blackman and Dapo Adeola			Something Else by Kathryn Cave		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word Use plural noun suffixes -s and -es	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-	Word
	Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught and spell common exception words					
	Sentence Combine words to make sentences	Sentence Join words using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i> Use simple description
	Text	Text Sequence sentences (link ideas or events by pronoun)	Text	Text	Text	Text Sequence sentences to form short narratives (link ideas or events by pronouns)

	Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	Punctuation Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places	Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Use capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark
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Class 2 Writing Long Term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2	Gorilla by Anthony Browne	Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film)	Escape from Pompeii by Christina Balit	Amazing Islands by Sabrina Weiss, Koji's Island by The Literacy Company	Where the Forest Meets the Sea by Jeannie Baker, Jungle Explorer by The Literacy Company	Blue John by Berlie Doherty
	Outcome Fiction: write a fantasy story based on <i>Gorilla</i> Greater Depth Re-tell the story from the animal's viewpoint and include speech	Outcome Recount: write a diary from Leon's point of view Greater Depth Write from Abdul Kazam's point of view	Outcome Fiction: write a historical narrative from character's point of view Greater Depth Write from the point of view of the captain	Outcome Fiction: write an adventure story from point of view of the boy Greater Depth Write from the point of view of the God	Outcome Non-chronological report: write an information board for a rainforest exhibit Greater Depth Include an interactive element	Outcome Explanation: write a letter in role as a caving expert, including an explanation Greater Depth Include a persuasive section about Treak Cliff Caverns
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
		Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	Use Standard English forms for verb inflections		Recognise the grammatical difference between plural and possessive 's'	
	Sentence	Sentence	Sentence	Sentence	Sentence	Sentence
	Expand noun phrases by the addition of	Extend the range of sentences with more than one clause by		Expand noun phrases by the addition of		Extend the range of sentences with more than one clause by

	modifying adjectives, nouns and prepositional phrases Use fronted adverbials	using a wider range of conjunctions including when, if, because, although		modifying adjectives, nouns and prepositional phrases		using a wider range of conjunctions including when, if, because, although
	Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text <i>Build a varied and rich vocabulary</i>	Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text <i>Build a varied and rich vocabulary</i> Organise paragraphs around a theme <i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>	Text Organise paragraphs around a theme Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	Punctuation Use commas after fronted adverbials Recap: Use inverted commas for direct speech	Punctuation Indicate possession by using the possessive apostrophe with plural nouns	Punctuation Use and punctuate direct speech (using dialogue to show the relationship between characters)	Punctuation Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	Punctuation Indicate possession by using the possessive apostrophe with plural nouns.	Punctuation



Class 3 Writing Long Term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3	King Kong by Anthony Browne, King Kong (1933 film)	The Place for Me: Stories about the Windrush Generation by Black Cultural Archives	Shackleton's Journey by William Grill	The Day War Came by Nicola Davies, Leaf by Sandra Dieckmann	Plastic Planet by Georgia Amson-Bradshaw, Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet by Valentina Camerini	Poetry for Kids William Shakespeare by Marguerite Tassi, A Stage Full of Shakespeare Stories by Angela McAllister
	Outcome Fiction: write an actionpacked story ending	Outcome Non-fiction: write a hybrid leaflet	Outcome Recount: write a journal entry from the expedition	Outcome Persuasion: write a letter to raise awareness	Outcome Persuasion: write a persuasive speech	Outcome Fiction: write a sonnet
		Curriculum links Celebrating Black lives	Curriculum links Geography – locational knowledge of Southern Hemisphere & Antarctic circle & features	Curriculum links SMSC – Refugees	Curriculum links Geography/science – protecting the environment	Curriculum links Speaking and listening focus – Shakespeare

Class 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	Sentence Use expanded noun phrases to convey complicated information concisely Use passive verbs	Sentence Use modal verbs or adverbs to indicate degrees of possibility (Y5)	Sentence Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	Sentence Use passive verbs	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	Text Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i>	Text <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	Text <i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i>	Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms)	Text Use a wider range of devices to build cohesion	Text <i>Identify the audience for and purpose of writing</i> <i>Choose the appropriate register</i>
	Punctuation Punctuate bullet points consistently	Punctuation Use brackets, dashes or commas to indicate parenthesis (Y5)	Punctuation Use semi-colons to mark boundaries between independent clauses	Punctuation Use colons or dashes to mark boundaries between independent clauses	Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses