

## Nursery/Reception Writing Long Term Plan 2023-2024

| Texts   | Outcomes   | Communication and Language   | Reading  | Writing   |
|---|--|--|--|---|
| <b>Autumn 1</b><br><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 | <b>3- and 4-year-olds</b><br>Know many rhymes<br>Use a wider range of vocabulary<br>Can start a conversation with an adult or a friend   | <b>3- and 4-year-olds</b><br>Understand the five key concepts about print:<br>- print has meaning<br>- print can have different purposes<br>- we read English text from left to right and from top to bottom<br>- the names of the different parts of a book - page sequencing | <b>3- and 4-year-olds</b><br>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            | <b>Children in reception</b><br>Engage in story times<br>Understand how to listen carefully and why listening is important<br>Learn new vocabulary<br>Develop social phrases<br>Engage in non-fiction books<br>Listen carefully to rhymes paying attention to how they sound | <b>Children in reception</b><br>Read individual letters by saying the sounds for them<br>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences   | <b>Children in reception</b><br>Spell words by identifying the sounds and then writing the sound with letter/s<br>Form lower-case letters correctly   |
| <b>Autumn 2</b><br><i>Katie goes to London</i> By James Mayhew                                | To use images of items Katie and Jack would take on their trip to London.  | <b>3- and 4-year-olds</b><br>With support, link sounds to letters.<br>Engage in extended conversations about stories.<br>To use a range of new vocabulary introduced in texts.<br>Ask questions about the book.  | <b>3- and 4-year-olds</b><br>Begin to copy sounds, rhythms and tunes.<br>Hear and say the initial sound in words.  | <b>3- and 4-year-olds</b><br>Give meaning to marks as they draw, write and paint.<br>Enjoy drawing freely.<br>Make marks on their picture to stand for their name.                          |
|   | To write a list of items Katie and Jack would take on their trip to London.  | <b>Children in reception</b><br>Begin to break speech down into words.<br>Link sounds to letters.  | <b>Children in reception</b><br>Hear and say the initial sound in words and some subsequent sounds.<br>Segment the sounds in simple words and blend them together.   | <b>Children in reception</b><br>Write labels and captions.<br>Write some letters accurately.<br>Spell words by identifying the sounds and then writing the sound with letter/s (CVC words). |
| <b>Spring 1</b><br><i>Grandpa's Gift</i> by Fiona Lumbers                                     | To use images to provide a sequence of the story.  | <b>3- and 4-year-olds</b><br>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)  | <b>3- and 4-year-olds</b><br>Develop their phonological awareness, so that they can:<br>- spot and suggest rhymes<br>- count or clap syllables in a word<br>- recognise words with the same initial sound, such as money and mother  | <b>3- and 4-year-olds</b><br>Use some of their print and letter knowledge in their early writing<br>Write some or all of their name   |

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|   | <p>To write a story about a character who finds magic in everyday things.</p> | <p><b>Children in reception</b><br/>         Listen and respond to ideas expressed by others in conversation or discussion<br/>         Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words<br/>         Use language to imagine and recreate roles and experiences in play situations • Use talk to organise, sequence and clarify thinking, ideas, feelings and events<br/>         Introduce a storyline or narrative into their play<br/>         Develop own narratives and explanations by connecting ideas or events</p> | <p><b>Children in reception</b><br/>         Continue a rhyming string<br/>         Hear and say the initial sound in words<br/>         Segment the sounds in simple words and blend them together and know which letters represent some of them<br/>         Link sounds to letters, naming and sounding the letters of the alphabet<br/>         Read and understand simple sentences<br/>         Enjoy an increasing range of books<br/>         Read some common irregular words</p> | <p><b>Children in reception</b><br/>         Begin to break the flow of speech into words<br/>         Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence<br/>         Write labels and captions<br/>         Attempt to write short sentences in meaningful contexts<br/>         Use phonic knowledge to write words in ways which match their spoken sound<br/>         Spell some irregular common words</p> |
| <p><b>Spring 2</b><br/> <b>Beegu by Alexis Deacon</b></p> | <p>Pupils to orally retell the story using puppets.</p>                       | <p><b>3- and 4-year-olds</b><br/>         Enjoy listening to longer stories and can remember much of what happens<br/>         Develop their communication (irregular tenses and plurals)<br/>         Sing a large repertoire of songs (check unit for opportunities)</p>   | <p><b>3- and 4-year-olds</b><br/>         Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul>  | <p><b>3- and 4-year-olds</b><br/>         Use some of their print and letter knowledge in their early writing<br/>         Write some or all of their name</p>   |
|   | <p>To orally retell the story and retell a shortened version.</p>             | <p><b>Children in reception</b><br/>         Use new vocabulary through the day<br/>         Articulate their ideas and thoughts<br/>         Describe events in some detail<br/>         Listen to and talk about stories to build familiarity and understanding<br/>         Connect one idea or action to another using a range of connectives<br/>         Learn rhymes, poems and songs</p>   | <p><b>Children in reception</b><br/>         Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words<br/>         Read some letter groups that each represent one sound and say sounds for them<br/>         Read a few common exception words matched to RWI programme.</p>   | <p><b>Children in reception</b><br/>         Form lower-case and some capital letters correctly<br/>         Write short sentences with words with known sound letter correspondences<br/>         Re-read what they have written to check that it makes sense</p>   |

| Texts  | Outcomes   | Communication and Language  | Reading  | Writing   |
|--|--|---|--|---|
| <b>Summer 1</b><br><b>Somebody</b><br><b>Swallowed Stanley</b><br><b>by Sarah Roberts</b>                  | To sequence images from the story and use them to retell the start middle and end  | <b>3- and 4-year-olds</b><br>Know many rhymes, be able to talk about familiar books, and be able to tell a long story<br>Understand 'why' questions<br>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<br>Understand a question or instruction that has two parts<br>Use talk to organise themselves and their play   | <b>3- and 4-year-olds</b><br>Develop their phonological awareness, so that they can:<br>- spot and suggest rhymes<br>- count or clap syllables in a word<br>- recognise words with the same initial sound, such as money and mother<br>Engage in extended conversations about stories, learning new vocabulary | <b>3- and 4-year-olds</b><br>Use some of their print and letter knowledge in their early writing<br>Write some letters accurately   |
|  | To orally retell the story.<br>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 | <b>Children in reception</b><br>Articulate their ideas and thoughts in well-formed sentences<br>Use new vocabulary in different contexts<br>Ask questions to find out more and to check they understand what has been said to them<br>Use talk to help work out problems and organise thinking and activities<br>Explain how things work and why they might happen<br>Connect one idea or action to another using a range of connectives<br>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition | <b>Children in reception</b><br>Read simple phrases and sentences made up of words with known letter- sound correspondence and, where necessary, a few exception words<br>Read a few common exception words matched to RWI phonics programme   | <b>Children in reception</b><br>Form lower-case and capital letters correctly<br>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop<br>Re-read what they have written to check that it makes sense |
| <b>Summer 2</b><br><b>A Midsummer</b><br><b>Night's Dream</b><br><b>Adapted by</b><br><b>Brooke Jorden</b> | To sequence images depicting key events in the story and use the images to retell the basic storyline  | <b>3- and 4-year-olds</b><br>Know many rhymes, be able to talk about familiar books, and be able to tell a long story<br>Understand 'why' questions<br>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<br>Understand a question or instruction that has two parts<br>Use talk to organise themselves and their play   | <b>3- and 4-year-olds</b><br>Develop their phonological awareness, so that they can:<br>- spot and suggest rhymes<br>- count or clap syllables in a word<br>- recognise words with the same initial sound, such as money and mother<br>Engage in extended conversations about stories, learning new vocabulary | <b>3- and 4-year-olds</b><br>Use some of their print and letter knowledge in their early writing<br>Write some letters accurately   |

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

|  | <b>We're Going to Find the Monster</b> by Malorie Blackman and Dapo Adeola | <b>Katie in London</b> by James Mayhew             | <b>Grandpa's Gift</b> by Fiona Lumbers   | <b>Beegu</b> by Alexis Deacon   | <b>Somebody Swallowed Stanley</b> by Sarah Roberts  | <b>A Midsummer Night's Dream</b> Adapted by Brooke Jordan |
|--|--|--|--|---|---|---|
|  | <b>Autumn 1</b>  | <b>Autumn 2</b>                                    | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>   |
|  | <b>Word</b>  | <b>Word</b><br>Use plural noun suffixes -s and -es | <b>Word</b><br>Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est<br>Some accurate use of the prefix un- | <b>Word</b><br>Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est | <b>Word</b><br>Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est<br>Change the meaning of verbs/ adjectives by adding prefix un- | <b>Word</b>   |

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| <b>Word</b><br>Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills:<br>Spell words containing each of the 40+ phonemes already taught and spell common exception words |  |   |   |   |   |
| <b>Sentence</b><br>Combine words to make sentences   | <b>Sentence</b><br>Join words using <i>and</i>   | <b>Sentence</b><br>Join words and clauses using <i>and</i>  | <b>Sentence</b><br>Join words and clauses using <i>and</i>  | <b>Sentence</b><br>Join words and clauses using <i>and</i>  | <b>Sentence</b><br>Join words and clauses using <i>and</i><br>Use simple description  |
| <b>Text</b>  | <b>Text</b><br>Sequence sentences (link ideas or events by pronoun)  | <b>Text</b>   | <b>Text</b>   | <b>Text</b>   | <b>Text</b><br>Sequence sentences to form short narratives (link ideas or events by pronouns)   |
| <b>Punctuation</b><br>Leave spaces between words<br>Begin to use capital letters and full stops<br>Use a capital letter for names of people and the personal pronoun 'I'   | <b>Punctuation</b><br>Punctuate sentences using a capital letter and a full stop<br>Use capital letters for names of people and places | <b>Punctuation</b><br>Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks | <b>Punctuation</b><br>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | <b>Punctuation</b><br>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | <b>Punctuation</b><br>Use capital letter for names of people and places<br>Punctuate sentences using a capital letter, full stop, question mark or exclamation mark |



## Class 2 Writing Long Term Plan 2023-2024

|                | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|----------------|--|---|---|---|---|---|
| <b>Class 2</b> | <b>Gorilla by Anthony Browne</b>   | <b>Greek Myths by John Menzies</b>  | <b>Our Tower By Joseph Coelho</b>   | <b>Wisp A Story of Hope by Zana Fraillon and Grahame Baker-Smith</b>  | <b>Alba The Hundred Year Old Fish by Lara Hawthorne</b>   | <b>Julius Caesar From A Stage Full of Shakespeare Stories by Angela McAllister</b>  |
|                | <b>Outcome</b><br>Fiction: write a fantasy story based on <i>Gorilla</i><br><b>Greater Depth</b><br>Re-tell the story from the animal's viewpoint and include speech | <b>Outcome</b><br>Fiction: To make a mini-book of their own Odyssey adventure.<br><b>Greater depth:</b><br>Tell one of the stories from Odysseus's point of view. | <b>Outcome</b><br>To write the adventure as a journal from the point of view of one of the children.<br><b>Greater depth:</b><br>To include the points of view of the other children. | <b>Outcome:</b> To write a narrative from the point of view of the Wisp.<br><b>Greater depth:</b><br>To write a narrative from the point of view of the Wisp, including a diary entry from Idris in the Wisp's narrative. | <b>Outcome:</b> To write an information board for an exhibit in an aquarium.<br><b>Greater depth:</b> To include a graphic on the board for a short video clip and write the voiceover script for it. | <b>Outcome:</b> To write a playscript for part of the story.<br><b>Greater depth:</b><br>To rewrite part of the story as a playscript including omens and use weather descriptions to reflect the mood. |
|                | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|                | <b>Word</b>  | <b>Word</b><br>Use Standard English forms for verb inflections<br>Recognise the grammatical difference between plural and possessive 's'                          | <b>Word</b><br>Use Standard English forms for verb inflections  | <b>Word</b>   | <b>Word</b><br>Recognise the grammatical difference between plural and possessive 's'   | <b>Word</b>   |
|                | <b>Sentence</b><br>Expand noun phrases by the addition of modifying  | <b>Sentence</b><br>Extend the range of sentences with more than one clause by using a wider range   | <b>Sentence</b>   | <b>Sentence</b><br>Expand noun phrases by the addition of modifying   | <b>Sentence</b>   | <b>Sentence</b><br>Extend the range of sentences with more than one clause by using a wider range   |

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





### Class 3 Writing Long Term Plan 2023-2024

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

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