

The Valley Whole School Long Term Writing Skills Plan 2025-2026.

Nursery-Year 2 Outcomes:					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Troll Swap by Leigh Hodgkinson.	The Great Fire of London by Emma Adams and James Weston Lewis.	Grandad's Camper by Harry Woodgate.	My Name is not Refugee by Kate Milner.	Tidy by Emily Gravett.	Usborne Young Reading – The Tempest Retold by Rosie Dickins.
<p>N To orally retell a story.</p> <p>R To orally retell a story and begin writing some labels.</p> <p>Y1 To write an adventure story.</p> <p>Y2 To write a story with focus on characters.</p>	<p>N To draw a picture of the Great Fire of London and mark make.</p> <p>R To draw and label a picture of the Great Fire of London and orally recall facts.</p> <p>Y1 To write a non-chronological report about the Great Fire of London.</p> <p>Y2 To write a fact sheet about London and the events of the fire.</p>	<p>N To draw a picture of a character and mark make label describing the character.</p> <p>R To begin to write labels describing a character.</p> <p>Y1 To write an adventure story using characters and locations.</p> <p>Y2 To write a story (describing a journey) based upon the model text using own ideas for characters and locations visited.</p>	<p>N To orally retell.</p> <p>R To rewrite a shortened version of a retell.</p> <p>Y1 To write a recount of events from the text.</p> <p>Y2 To write a recount of events from the text from the character's point of view.</p>	<p>N To orally depict what a message.</p> <p>R To write a letter using known letter-sound correspondences.</p> <p>Y1 To write a letter.</p> <p>Y2 To write a persuasive letter in role as Pete.</p>	<p>N To sequence images depicting key events in the story and use the images to retell the basic storyline.</p> <p>R To rewrite the story.</p> <p>Y1 To rewrite the story changing one detail.</p> <p>Y2 To retell an abridged and adapted version of the story in the role of a narrator.</p>

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Communication and Language	Reading	Writing
<p>Children in Nursery</p> <ul style="list-style-type: none"> *Know many rhymes. *Use a wider range of vocabulary. *Can start a conversation with an adult or a friend. *Enjoy listening to longer stories. *Use longer sentences of four to six words. *Know many rhymes. *Use a wider range of vocabulary. *Can start a conversation with an adult or a friend. *Know many rhymes, be able to talk about familiar books. *Can start a conversation with an adult or a friend and continue it for many turns. *Enjoy listening to longer stories and can remember much of what happens. *Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. *Understand 'why' questions. *Use longer sentences of four to six words. *Use talk to organise themselves and their play. *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. *Know many rhymes, be able to talk about familiar books and be able to tell a long story. *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. 	<p>Children in Nursery</p> <ul style="list-style-type: none"> *Understand the five key concepts about print: <ul style="list-style-type: none"> - 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. *Understand the five key concepts about print: <ul style="list-style-type: none"> - 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. *Understand the five key concepts about print: <ul style="list-style-type: none"> - 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. *Develop their phonological awareness so that they can spot and suggest rhymes. Understand the five key concepts about print: <ul style="list-style-type: none"> • 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 *Develop their phonological awareness so that they can recognise words with the same initial sounds Engage in extended conversations about stories, learning new vocabulary. *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 	<p>Children in Nursery</p> <ul style="list-style-type: none"> *Use some of their print and letter knowledge in their early writing. *Use some of their print and letter knowledge in their early writing. *Use some of their print and letter knowledge in their early writing. *Write some or all their name. *Use some of their print and letter knowledge in their early writing. *Write some or all their name. *Use some of their print and letter knowledge in their early writing. *Write some letters accurately. *Write some or all their name. *Use some of their print and letter knowledge in their early writing. *Write some letters accurately.

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	<p>– recognise words with the same initial sound, such as money and mother</p> <p>*Engage in extended conversations about stories, learning new vocabulary.</p>	
<p>Children in Reception</p> <p>*Engage in story times.</p> <p>*Understand how to listen carefully and why listening is important.</p> <p>*Learn new vocabulary. Develop social phrases.</p> <p>*Engage in fiction books.</p> <p>*Listen carefully to rhymes paying attention to how they sound.</p> <p>*Listen to and talk about stories to build familiarity and understanding.</p> <p>*Understand how to listen carefully and why listening is important.</p> <p>*Learn new vocabulary.</p> <p>*Engage in story times.</p> <p>*Engage in non-fiction books.</p> <p>*Use new vocabulary through the day.</p> <p>*Articulate their ideas and thoughts.</p> <p>*Describe events in some detail.</p> <p>*Listen to and talk about stories to build familiarity and understanding.</p> <p>*Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>*Use new vocabulary through the day.</p> <p>*Engage in story times.</p> <p>*Listen to and talk about stories to build familiarity and understanding.</p> <p>*Articulate their ideas and thoughts in well-formed sentences.</p> <p>*Describe events in some detail.</p> <p>*Use talk to help work out problems and organised thinking and activities, explain how things work and why they might happen.</p> <p>*Articulate their ideas and thoughts in well-formed sentences.</p> <p>*Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</p> <p>*Re-tell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>*Connect one idea or action to another using a range of connectives.</p> <p>*Describe events in some detail.</p> <p>*Use new vocabulary in different contexts.</p> <p>*Ask questions to find out more and to check they understand what has been said to them.</p> <p>*Connect one idea or action to another using a range of connectives.</p> <p>*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>Children in Reception</p> <p>*Read individual letters by saying the sounds for them.</p> <p>*Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>*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</p> <p>*Read a few common exception words matched to RWI.</p> <p>*Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>*Read some letter groups that each represent one sound and say sounds for them.</p> <p>*Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>*Read a few common exception words matched to RWI.</p> <p>*Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>*Read some letter groups that each represent one sound and say sounds for them.</p> <p>*Read a few common exception words matched to the school's phonic programme.</p> <p>*Read simple phrases and sentences made up of simple words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>*Read some letter groups that each represent one sound and say sounds for them.</p> <p>*Read a few common exception words matched to the school's phonic programme.</p> <p>*Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>*Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words.</p> <p>*Read a few common exception words matched to RWI.</p>	<p>Children in Reception</p> <p>*Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>*Form lower-case letters correctly.</p> <p>*Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>*Form lower-case letters correctly.</p> <p>*Re-read what they have written to check that it makes sense.</p> <p>*Form lower-case letters correctly.</p> <p>*Write short sentences with words with known sound letter correspondences.</p> <p>*Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>*Re-read what they have written to check that it makes sense.</p> <p>*Write short sentences with words with known sound- letter correspondences.</p> <p>*Form lower-case letters correctly.</p> <p>*Re-read what they have written to check that it makes sense.</p> <p>*Form lower-case and capital letters correctly.</p> <p>*Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>*Re-read what they have written to check that it makes sense.</p> <p>*Form lower-case and capital letters correctly.</p> <p>*Spell words by identifying the sounds and then writing the sound with letters.</p> <p>*Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>*Re-read what they have written to check that it makes sense.</p>

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Year 1 and Year 2

Autumn 1 Troll Swap	Autumn 2 The Great Fire of London	Spring 1 Grandad's Camper	Spring 2 My Name is not Refugee	Summer 1 Tidy	Summer 2 The Tempest
Word Y1 Throughout each unit of Pathways to Write there will be opportunities to apply word skills: Spell many words correctly, by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words.					
Sentence Y1 Combine words to make sentences Y2 Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Word Y2 Add -ly to turn adjectives into adverbs Sentence Y1 Join words using and Use simple adjectives for description in writing. Y2 Use co-ordination (but, or)	Sentence Y1 Join words and clauses using and Y2 Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>)	Sentence Y1 Join words and clauses using and Use simple adjectives for description in writing. Y2 Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i>)	Word Y2 Add -er and -est to adjectives Use homophones and near homophones Sentence Y1 Join words and clauses using and Use simple description. Y2 Use subordination (<i>if</i> , <i>that</i>)	Word Y2 Add suffixes to spell longer words (e.g. -ment, -ful) Sentence Y1 Join words and clauses using and Use simple description Y2 Use subordination (<i>when</i> , <i>if</i> , <i>that</i> , <i>because</i>) and co-ordination (<i>or</i> , <i>and</i> , <i>but</i>) Use expanded noun phrases to describe and specify.
Text Y2 Plan or say out loud what is going to be written about	Text Y1 Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronoun)	Text Y1 Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Y2 Use present and past tenses correctly and consistently (some progressive) Change the meaning of verbs and adjectives by adding the prefix un-	Text Y1 Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Y2 Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	Text Y1 Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding prefix un-	Text Y1 Sequence sentences to form short narratives (link ideas or events by pronoun) Y2 Use present and past tenses correctly and consistently, including the progressive form
Punctuation Y1 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 Y1 Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people. Y2 Use commas to separate items in a list	Punctuation Y1 Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks. Y2 Use punctuation correctly - exclamation marks, question marks	Punctuation Y1 Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Y2 Use punctuation correctly - introduce apostrophe for the possessive (singular)	Punctuation Y1 Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Y2 Use punctuation correctly - apostrophes for contracted forms	Punctuation Y1 Use a capital letter for places and days of the week. Punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Y2 Mostly uses exclamation marks when required.

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Y2 - Use punctuation correctly, full stops and capital letters.					
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Year 3 – Year 6 (KS2)					
Autumn 1 The Journey by Aaron Becker. (Narrative)	Autumn 2 The Day War Came by Nicola Davies. (Report)	Spring 1 Tuesday by David Wiesner Figurative language - poetry	Spring 2 The Promise by Nicola Davies. (Persuasion).	Summer 1 The Arrival by Shaun Tan (Narrative)	Summer 2 The Lost Words by Robert Macfarlane and Jackie Morris.
Y3 To write a descriptive narrative inspired by a visual text. Y4 To write a structured adventure story based on a visual narrative. Y5 To write a detailed narrative from a character's perspective. Y6 To write a multi-layered narrative inspired by visual text (flashback).	Y3 To write a simple newspaper report recounting a fictional event. Y4 To write a newspaper report about a refugee child's journey. Y5 To write a detailed newspaper article reporting on the refugee crisis. Y6 To write a balanced newspaper report exploring the impact of war on children.	Y3 To write a simple poem inspired by a visual scene. Y4 To write a narrative poem that tells part of a story. Y5 To write a free verse poem exploring surreal events. Y6 To write a reflective poem.	Y3 To write a persuasive letter encouraging people to plant more trees. Y4 To write a persuasive letter encouraging people to plant more trees. Y5 To write a persuasive speech promoting urban greening. Y6 To write a persuasive speech promoting urban greening.	Y3 To write a narrative recount of a journey. Y4 To write a narrative recount of a journey. Y5 To write a short story inspired by a scene from 'The Arrival.' Y6 To write a short story inspired by a scene from 'The Arrival.'	Y3 To be able to write a non-chronological report about a chosen plant or animal. Y4 To be able to write a non-chronological report about a chosen plant or animal. Y5 To write an explanation text about the importance of biodiversity. Y6 To write an explanation text about the importance of biodiversity.
Word Y3 Adjectives, verbs and nouns. Y4 Adverbs, precise verbs. Y5 Modal verbs, adverbs for degrees of possibility. Y6 Subject-specific vocabulary Figurative Language. Sentence Y3 Simple and compound sentences Y4 Fronted adverbials Y5 Complex sentences with conjunctions. Y6 Varied clause structures, embedded clauses.	Word Y3 Opinion Words Y4 Technical vocabulary Y5 Formal and technical vocabulary Y6 Passive Voice/subjunctive mood, formal register. Sentence Y3 Imperative Structures Y4 Coordinating conjunctions Y5 Relative clauses Y6 Passive constructions, formal phrasing.	Word Y3 Alliteration, adjectives Y4 Similes, adverbs Y5 Personification, figurative language Y6 Extended metaphor, complex figurative devices. Sentence Y3 Short, impactful sentences Y4 Expanded noun phrases Y5 Rhythm and enjambment. Y6 Rhetorical and poetic sentence forms.	Word Y3 Imperative Verbs Y4 Emotive language Y5 Modal verbs, persuasive conjunctions. Y6 Modal verbs, bias-specific vocabulary. Sentence Y3 Because, so, if Y4 Varied openers Y5 Conditional sentences Y6 Balanced sentences for counterarguments.	Word Y3 Character traits Y4 Setting specific vocabulary Y5 Vocabulary choices to reflect theme/tone. Y6 Figurative language for mood and theme. Sentence Y3 Direct speech Y4 Reported speech Y5 Interwoven dialogue and narration Y6 Complex sentence patterns to reflect voice.	Word Y3 Topic vocabulary Y4 Expanded explanations Y5 Subject-specific vocabulary Y6 Precision vocabulary, abstract nouns. Sentence Y3 Simple, factual sentences. Y4 Linking ideas across sentences. Y5 Embedded relative clauses. Y6 Passive voice and formal tone for reports.

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<p>Text</p> <p>Y3 Sequencing and simple paragraphs.</p> <p>Y4 Paragraphing with cohesion</p> <p>Y5 Paragraphing for different purposes</p> <p>Y6 Cohesion across paragraphs, viewpoint shifts.</p>	<p>Text</p> <p>Y3 Organised steps or headings.</p> <p>Y4 Use of subheadings and paragraphs.</p> <p>Y5 Cohesion through conjunctions</p> <p>Y6 Logical structure, linking devices.</p>	<p>Text</p> <p>Y3 Line breaks, stanzas</p> <p>Y4 Rhyme and rhythm patterns</p> <p>Y5 Free verse, forms like haiku</p> <p>Y6 Ode, narrative poetry, sonnet structure.</p>	<p>Text</p> <p>Y3 Opinions supported by reasons</p> <p>Y4 Opening and closing paragraphs</p> <p>Y5 Points of view and logical development</p> <p>Y6 Developing a full argument debate.</p>	<p>Text</p> <p>Y3 Beginning, middle, end structure</p> <p>Y4 Introduction and build up</p> <p>Y5 Flashback, viewpoint shifts.</p> <p>Y6 Tension building shifts in perspective.</p>	<p>Text</p> <p>Y3 Topic sentences</p> <p>Y4 Organised reports with headings</p> <p>Y5 Clear paragraph structure with linking ideas.</p> <p>Y6 Integrating facts with reasoning and narrative.</p>
<p>Punctuation</p> <p>Y3 Capital letters, full stops and question marks.</p> <p>Y4 Inverted commas for speech, commas in lists.</p> <p>Y5 Speech punctuation, brackets for parenthesis.</p> <p>Y6 Semi-colons, colons, dashes, punctuation for effect.</p>	<p>Punctuation</p> <p>Y3 Exclamation Marks</p> <p>Y4 Apostrophes for possession</p> <p>Y5 Commas to clarify meaning</p> <p>Y6 Colons to introduce lists, layout conventions.</p>	<p>Punctuation</p> <p>Y3 Ellipsis for effect</p> <p>Y4 Commas for pause and rhythm</p> <p>Y5 Dash, bracket for tone.</p> <p>Y6 Punctuation for poetic device.</p>	<p>Punctuation</p> <p>Y3 Question marks for rhetorical questions</p> <p>Y4 Apostrophes for contractions</p> <p>Y5 Dashes for emphasis, quotation marks</p> <p>Y6 Colon/semi-colon to link related ideas.</p>	<p>Punctuation</p> <p>Y3 Speech marks</p> <p>Y4 Inverted commas and commas with speech</p> <p>Y5 Punctuation in narrative paragraphs</p> <p>Y6 Punctuation for pacing and emotion.</p>	<p>Punctuation</p> <p>Y3 Full stops and commas</p> <p>Y4 Commas</p> <p>Y5 Brackets/dashes.</p> <p>Y6 Advanced punctuation to control tone.</p>