

Manifold C.E Academy

Whole School Writing Long Term Plan 2026-2027

Texts	Outcomes	Communication and Language	Reading	Writing
Autumn 1 <i>We're Going to Find the Monster by Malorie Blackman and Dapo Adeola</i>	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	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
		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
Autumn 2 <i>Katie goes to London By James Mayhew</i>	To write a list of items Katie and Jack would take on their trip to London.	3- and 4-year-olds *With support, link sounds to letters. *Engage in extended conversations about stories. *To use a range of new vocabulary introduced in texts. *Ask questions about the book.	3- and 4-year-olds *Begin to copy sounds, rhythms and tunes. *Hear and say the initial sound in words.	3- and 4-year-olds *Give meaning to marks as they draw, write and paint. *Enjoy drawing freely. *Make marks on their picture to stand for their name.
		Children in reception *Begin to break speech down into words. *Link sounds to letters.	Children in reception *Hear and say the initial sound in words and some subsequent sounds. *Segment the sounds in simple words and blend them together.	Children in reception *Write labels and captions. *Write some letters accurately. *Spell words by identifying the sounds and then writing the sound with letter/s (CVC words).
Spring 1 <i>Grandpa's Gift by Fiona Lumbers</i>	To write a story about a character who finds magic in everyday things.	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

		Children in reception *Listen and respond to ideas expressed by others in conversation or discussion *Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words *Use language to imagine and recreate roles and experiences in play situations *Use talk to organise, sequence and clarify thinking, ideas, feelings and events *Introduce a storyline or narrative into their play *Develop own narratives and explanations by connecting ideas or events	Children in reception *Continue a rhyming string *Hear and say the initial sound in words *Segment the sounds in simple words and blend them together and know which letters represent some of them *Link sounds to letters, naming and sounding the letters of the alphabet *Read and understand simple sentences *Enjoy an increasing range of books *Read some common irregular words	Children in reception *Begin to break the flow of speech into words *Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence *Write labels and captions *Attempt to write short sentences in meaningful contexts *Use phonic knowledge to write words in ways which match their spoken sound *Spell some irregular common words
Spring 2 Beegu by Alexis Deacon	To orally retell the story and retell a shortened version.	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
		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

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Summer 1 Somebody Swallowed Stanley by Sarah Roberts	To orally retell the story and begin to write short sentences.	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: -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
		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 A Midsummer Night's Dream Adapted by Brooke Jorden	To rewrite the story	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: -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
		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

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	We're Going to Find the Monster by Malorie Blackman and Dapo Adeola	Katie in London by James Mayhew	Grandpa's Gift by Fiona Lumbers	Beegu by Alexis Deacon	Somebody Swallowed Stanley by Sarah Roberts	A Midsummer Night's Dream Adapted by Brooke Jorden
	Writing Outcome: To write a retell of the story.	Writing Outcome: To write a non-chronological report about London using information gathered from the texts.	Writing outcome: To write a story about a character who finds magic in everyday things based on the structure of the text. (Change the main character and the setting).	Writing outcome: To write a version of the story with a new lost creature.	Writing Outcome: To write a retell of the story.	Writing Outcome: To write a retell of the story.
	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 Use present and past tenses correctly and consistently including the progressive form.
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

Year 2, Year 3 and Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2	Gorilla by Anthony Browne	Greek Myths by John Menzies	Our Tower By Joseph Coelho	Wisp A Story of Hope by Zana Fraillon and Grahame Baker-Smith	Alba The Hundred Year Old Fish by Lara Hawthorne	Julius Caesar From A Stage Full of Shakespeare Stories by Angela McAllister
	Outcome Fiction: To write a fantasy story based on <i>Gorilla</i> Greater Depth Re-tell the story from the animal's viewpoint and include speech	Outcome Fiction: To make a mini-book of their own Odyssey adventure. Greater depth: Tell one of the stories from Odysseus's point of view.	Outcome To write the adventure as a journal from the point of view of one of the children. Greater depth: To include the points of view of the other children.	Outcome: To write a narrative from the point of view of the Wisp. Greater depth: To write a narrative from the point of view of the Wisp, including a diary entry from Idris in the Wisp's narrative.	Outcome: To write an information board for an exhibit in an aquarium. Greater depth: To include a graphic on the board for a short video clip and write the voiceover script for it.	Outcome: To write a playscript for part of the story. Greater depth: 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
	Word Y3 Use prepositions to express time, place and cause. Y4 Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. Use fronted adverbials	Word Y2 Add -ly to turn adjectives into adverbs Y3/4 Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	Word Y3/4 Use Standard English forms for verb inflections	Word Y3 Build an increasing range of sentence structures Use adverbs to express time, place and cause Y4 Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.	Word Y2 Add -er and -est to adjectives Use homophones and near homophones Y3/4 Recognise the grammatical difference between plural and possessive 's'	Word Y2 Add suffixes to spell longer words (e.g. -ment, -ful) Y3 Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form. Y4 Build a varied and rich vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently including the progressive and the present perfect forms.
	Sentence Y2 Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify Y3 Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Y4 Use fronted adverbials	Sentence Y2 Use co-ordination (but, or) Y4 Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Sentence Y2 Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when)	Sentence Y2 Use subordination (apply because, when; introduce that) Y3/4 Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	Sentence Y2 Use subordination (if, that) Y3 Use the present perfect form of verbs in contrast to the past tense. Use prepositions, conjunctions and adverbs to express time, place and cause.	Sentence Y2 Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify. Y3/4 Extend the range of sentences with more than one clause by using a wider range of conjunctions

					Use a or an according to whether the next word begins with a vowel or consonant. Y4 Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency.	including when, if, because, although
	Text Y2 Plan or say out loud what is going to be written about Y3 Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Y4 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text Y3/4 Build a varied and rich vocabulary	Text Y2 Use present and past tenses correctly and consistently (some progressive) Change the meaning of verbs and adjectives by adding the prefix un- Y3 Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Y4 Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Text Y2 Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Y3 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text Y3/4 Build a varied and rich vocabulary Y3 Organise paragraphs around a theme Y4 Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Text Y2 Use present and past tenses correctly and consistently including the progressive form Y3 Organise paragraphs around a theme Y4 Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	Punctuation Y2 Use punctuation correctly, full stops and capital letters. Y4 Use commas after fronted adverbials Y4 Recap: Use inverted commas for direct speech	Punctuation Y2 Use commas to separate items in a list Y4 Indicate possession by using the possessive apostrophe with plural nouns	Punctuation Y2 Use punctuation correctly - exclamation marks, question marks Y4 Use and punctuate direct speech (using dialogue to show the relationship between characters)	Punctuation Y2 Use punctuation correctly – introduce apostrophe for the possessive (singular) Y4 Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	Punctuation Y2 Use punctuation correctly – apostrophes for contracted forms Y3 Use inverted commas to punctuate direct speech (and to show relationship between two characters) Y4 Use and punctuate direct speech (using dialogue to show the relationship between characters).	Punctuation Y2 Mostly uses exclamation marks when required.