

Reception-Year 2 Outcomes:

Autumn 1 Lost and Found by Oliver Jeffers	Autumn 2 The Owl Who Was Afraid of the Dark by Jill Tomlinson	Spring 1 The Dragon Machine by Helen Ward.	Spring 2 Major Glad, Major Dizzy by Jan Oke	Summer 1 Grandad's Secret Giant by David Litchfield	Summer 2 Usborne Young Reading – The Tempest Retold by Rosie Dickens.
R To create and tell an adventure story inspired by Lost and Found, using drawings, labels, captions and simple sentences about a character who helps a new animal friend. Y1 To write an adventure story based on the structure of 'Lost and Found' with a new animal. Y2 To write an adventure story based on the structure of Lost and Found, inventing a new animal character and using descriptive language, expanded noun phrases and sequencing to develop the narrative.	R To create an owl fact poster by drawing and writing simple captions or labels about owls Y1 To write a fact sheet about owls using information gathered from the text. Y2 To write a fact sheet about owls using information gathered from a range of texts.	R To sequence a story based upon the model text and write simple captions. Y1 To write a story based upon the model text using own ideas for a change of character. Y2 To write a story based upon the model text using own ideas for a change of character and machine.	R To orally retell and draw/write simple sentences about key events from the story, imagining they are Major Glad. Y1 To write a recount of historical events from the text from Major Glad's point of view. Y2 To write a first-person recount of the historical events from Major Glad's point of view, using sequencing words and details from the text.	R To create and tell their own version of the story, using drawings, labels and simple sentences to show how a character can be kind and accepting of others. Y1 To write own version of the story with a focus on morals and acceptance of others Y2 To write their own version of Grandad's Secret Giant, focusing on the themes of acceptance, kindness and understanding others, using descriptive language and a clear story structure.	R To rewrite the story. Y1 To rewrite the story changing one detail. Y2 To retell an abridged and adapted version of the story in the role of a narrator.

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Communication and Language	Reading	Writing
Children in Nursery *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.	Children in Nursery *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. *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. *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 *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 *Develop their phonological awareness so that they can spot and suggest rhymes. - 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 *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: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Children in Nursery *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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	*Engage in extended conversations about stories, learning new vocabulary.	
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 fiction books. *Listen carefully to rhymes paying attention to how they sound. *Listen to and talk about stories to build familiarity and understanding *Understand how to listen carefully and why listening is important *Learn new vocabulary *Engage in story times *Engage in non-fiction books. *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. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. *Use new vocabulary through the day *Engage in story times. *Listen to and talk about stories to build familiarity and understanding. *Articulate their ideas and thoughts in well-formed sentences. *Describe events in some detail. *Use talk to help work out problems and organised thinking and activities, explain how things work and why they might happen. *Articulate their ideas and thoughts in well-formed sentences. *Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. *Re-tell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. *Connect one idea or action to another using a range of connectives. *Describe events in some detail. *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 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. *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 *Read a few common exception words matched to RWI. *Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. *Read some letter groups that each represent one sound and say sounds for them. *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. *Read a few common exception words matched to RWI. *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. *Read some letter groups that each represent one sound and say sounds for them. *Read a few common exception words matched to the school's phonic programme. *Read simple phrases and sentences made up of simple words with known letter-sound correspondences 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 the school's phonic programme. *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words. *Read a few common exception words matched to RWI.	Children in Reception *Spell words by identifying the sounds and then writing the sound with letter/s. *Form lower-case letters correctly. *Spell words by identifying the sounds and then writing the sound with letter/s. *Form lower-case letters correctly. *Re-read what they have written to check that it makes sense. *Form lower-case letters correctly. *Write short sentences with words with known sound letter correspondences. *Spell words by identifying the sounds and then writing the sound with letter/s. *Re-read what they have written to check that it makes sense. *Write short sentences with words with known sound-letter correspondences. *Form lower-case letters correctly. *Re-read what they have written to check that it makes sense. *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. *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 and Year 2

Autumn 1 Lost and Found	Autumn 2 The Owl who Was Afraid of the Dark.	Spring 1 The Dragon Machine	Spring 2 Major Glad, Major Dizzy	Summer 1 Grandad's Secret Giant	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 Begin to join words using and Y2 Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Sentence Y1 Join sentences using 'and' Y2 Use co-ordination (but, or) Add -ly to turn adjectives into adverbs	Sentence Y1 Join words and clauses using and Y2 Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when) Use present and past tenses correctly and consistently (some progressive)	Sentence Y1 Join words and clauses using and Y2 Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply because, when; introduce that)	Sentence Y1 Join words and clauses using and Use simple description Y2 Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words (e.g -ment, -ful)	Sentence Y1 Join words and clauses using and Use simple description Y2 Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify.
Text Y1 Compose a sentence orally before writing it Y2 Plan or say out loud what is going to be written about	Text Y1 Use plural noun suffixes -s and -es Y2 Write for different purposes	Text Y1 Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est Read aloud clearly enough to be heard by their peers and the teacher Y2 Read aloud with intonation	Text Y1 Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est Sequence sentences to form short narratives (link ideas or events by pronoun) Y2 Write down ideas, key words, new vocabulary	Text Y1 Sequence sentences to form short narratives (link ideas or events by pronoun) Y2 Make simple additions, revisions and corrections	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

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Punctuation Y1 Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people and the personal pronoun 'I' Y2 Use punctuation correctly - full stops, capital letters	Punctuation Y1 Punctuate sentences using a capital letter and a full stop Y2 Use commas to separate items in a list	Punctuation Y1 Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 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 - apostrophes for the possessive (singular)	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 Proof-read to check for errors in spelling, grammar and punctuation	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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Year 3 – Year 6 (KS2)					
Autumn 1 Gorilla by Anthony Browne	Autumn 2 Leon and the Place Between by Grahame Baker Smith and Angela McAlliste	Spring 1 Escape from Pompeii by Christina Balit	Spring 2 When the Giant Stirred by Celia Godkin	Summer 1 Where the Forest Meets the Sea by Jeannie Baker and 100 facts Rainforests By Miles Kelly	Summer 2 The Arrival by Shaun Tan
Y3 To write a narrative based on the story of 'Gorilla' Y4 To write a narrative inspired by Gorilla, using descriptive language to develop characters, settings and events in an imaginative adventure story. Y5 To write an extended narrative based on the themes of Gorilla, using dialogue, characterisation and suspense to explore friendship, loneliness and adventure. Y6 To write a sophisticated narrative inspired by Gorilla, using a range of narrative techniques, rich description and shifts in viewpoint to explore relationships, emotions and personal growth.	Y3 To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy. Y4 To write a fantasy narrative based on Leon and the Place Between, creating their own magical world and using descriptive language to build atmosphere and suspense. Y5 To write an extended fantasy story inspired by Leon and the Place Between, using dialogue, characterisation and suspense to engage the reader and develop the plot. Y6 To write an imaginative fantasy narrative inspired by Leon and the Place Between, using a range of narrative techniques, ambitious vocabulary and shifts between reality and fantasy to create a compelling and cohesive story.	Y3 To write the story from the point of view of one of the children. Y4 To write a diary entry from the perspective of one of the children in Escape from Pompeii, describing the events of the eruption and their thoughts and feelings. Y5 To write a detailed first-person narrative from a child's perspective, using historical details, dialogue and descriptive language to recount the events of Escape from Pompeii. Y6 To write an extended first-person historical narrative from the perspective of one of the children, using a range of narrative techniques, shifts in pace and viewpoint, and vivid description to convey the impact of the eruption of Mount Vesuvius.	Y3 To write a version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story. Y4 To write a first-person recount from the boy's point of view, describing the events that occur when the giant awakens, including thoughts, feelings and descriptive detail. Y5 To write an extended first-person narrative from the boy's perspective, using dialogue, figurative language and suspense to engage the reader and develop character voice. Y6 To write a first-person narrative inspired by When the Giant Stirred, using a range of narrative techniques, reflective language and shifts in pace to convey the boy's experiences and the impact of the giant's awakening.	Y3 To make a zoo information board for a rainforest exhibit. Y4 To create an informative leaflet about a rainforest habitat for a zoo exhibit, using facts from research to describe the plants, animals and environmental features of the rainforest. Y5 To write a detailed non-chronological report about a rainforest ecosystem for visitors to a zoo exhibit, using subject-specific vocabulary, subheadings and organisational features. Y6 To produce a persuasive and informative conservation information board for a rainforest exhibit, combining factual information about rainforest ecosystems with arguments for their protection, using a formal and authoritative style.	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.'

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Sentence Y3 Write expanded noun phrases for description and specification (Y2) 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 Y5 Use paragraphs to organise ideas around a theme. Y6 Establish and maintain viewpoint throughout a text.	Sentence Y3 Use conjunctions and adverbs to express, time, place and cause Y4 Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Use Standard English forms for verb inflections Y5 Link ideas within paragraphs using adverbials of time, place and number. Y6 Use cohesive devices effectively across paragraphs and sections.	Sentence Y3 Use present and past tenses correctly and consistently including the progressive form and the present perfect form Y4 Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use Standard English forms for verb inflections Y5 Develop settings, characters and atmosphere in narratives. Y6 Integrate dialogue, description and action to advance the narrative.	Sentence Y3 Build an increasing range of sentence structures Use adverbs to express time, place and cause Y4 Build an increasing range of sentence structures Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Y5 Use organisational features appropriate to the text type. Y6 Adapt writing style and formality to suit audience and purpose.	Sentence Y3 Use a or an according to whether the next word begins with a vowel or consonant Y4 Use a or an according to whether the next word begins with a vowel or consonant Y5 Build cohesion across paragraphs using linking phrases. Y6 Control structure and cohesion across longer pieces of writing.	Sentence Y3 Direct speech Y4 Reported speech Y5 Interwoven dialogue and narration Y6 Complex sentence patterns to reflect voice.
Text Y3 Group related ideas into paragraphs Y4 Organise paragraphs around a theme (use paragraphs to organise and sequence more extended narrative structures) Y5 Use relative clauses beginning with who, which, where, when, whose and that. Y6 Use a wide range of clause structures for effect and precision.	Text Y3 In narratives, create settings, characters and plot Build a varied and rich vocabulary Y4 Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Build a varied and rich vocabulary Y5 Use expanded noun phrases and precise vocabulary for description. Y6 Manipulate active and passive voice according to purpose.	Text Y3 Assess the effectiveness of own and others' writing (fiction) Group related ideas into paragraphs Y4 Assess the effectiveness of own and others' writing (fiction) Organise related ideas into paragraphs (use paragraphs to organise and sequence more extended narrative structures) Y5 Use a range of subordinate clauses to add detail and cohesion. Y6 Use ambitious vocabulary and varied sentence structures to create atmosphere.	Text Y3 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Y4 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Y5 Use modal verbs to indicate possibility and degrees of certainty. Y6 Use subjunctive forms where appropriate in formal writing.	Text Y3 Group related ideas into paragraphs In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Build a varied and rich vocabulary Y4 Build a varied and rich vocabulary Use paragraphs to organise information and ideas around a theme Y5 Vary sentence openers and sentence lengths for effect. Y6 Deliberately manipulate sentence length and complexity for impact.	Text Y3 Beginning, middle, end structure Y4 Introduction and build up Y5 Flashback, viewpoint shifts. Y6 Tension building shifts in perspective.

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Punctuation Y3 Use inverted commas to punctuate direct speech (Y3 – introduction, Y4 - recap) Y4 Use commas after fronted adverbials Use inverted commas for direct speech (Y3 – introduction, Y4 - recap) Y5 Use brackets, dashes or commas to indicate parenthesis. Y6 Use semi-colons, colons and dashes accurately between independent clauses.	Punctuation Y3 Use punctuation correctly - apostrophes for the possessive (singular) Y4 Use punctuation correctly - apostrophes for the possessive (singular) Y5 Secure use of commas for clarity and to avoid ambiguity. Y6 Use colons to introduce and punctuate complex lists.	Punctuation Y3 Use inverted commas to punctuate direct speech (and to show relationship between two characters Y4 Use and punctuate direct speech (introduce reported speech) Y5 Use commas after fronted adverbials and for subordinate clauses. Y6 Use punctuation for parenthesis with increasing control and precision.	Punctuation Y3 Use inverted commas to punctuate direct speech Y4 Use and punctuate direct speech Use commas after fronted adverbials Y5 Use inverted commas accurately for speech and punctuation within speech. Y6 Use hyphens to avoid ambiguity and improve clarity.	Punctuation Y3 Use punctuation correctly - apostrophes for the possessive (singular) Y4 Indicate possession by using the possessive apostrophe with plural nouns. Y5 Use colons to introduce lists and explanations. Y6 Use the full range of KS2 punctuation accurately and independently.	Punctuation Y3 Speech marks Y4 Inverted commas and commas with speech Y5 Punctuation in narrative paragraphs Y6 Punctuation for pacing and emotion.
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