

John Wheeldon Primary Academy Writing Long Term Plan 2024/25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>						
Writing lesson Text	(1 text per week) The Three Little Pigs The Three Billy Goats Gruff Jack and the Beanstalk Goldilocks and the Three Bears The Little Red Hen Room on the Broom	(1 text per week) Video- BBC Poppies Rama and Sita The Gingerbread Man The Jolly Postman at Christmas The Nativity Story The Elves and the Shoemaker	(1 text per week) The Great Explorer Lost and Found Tiddler Someone Swallowed Stanley Chinese New Year	(1 text per week) Dear Zoo Handa's Surprise Giraffes Can't Dance Day Monkey/Night Monkey The Ugly Five Monkey Puzzle	(1 text per week) What the Ladybird Heard The Very Hungry Caterpillar Mad about Minibeasts Superworm The Very Busy Spider The Bumble Bear	(1 text per week) Am I Yours? Tyrannosaurus Drip Mary Anning The Troll Pirates Love Underpants People who help us.
Grammar focus	Letter formation- lower case letters and capital letters		Through Sentence Not Sentence sessions- Capital letters and full stops		Through Sentence Not Sentence sessions- Subject/noun and verbs- <b>Intro to Simple sentences</b>	
Writing Outcome	Character description Setting description				Character and setting descriptions	Short stories
<b>YEAR 1</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Moon Zoom!</b>		<b>Bright Lights Big City</b>		<b>Enchanted Woodland</b>	
Writing lesson Text	Aliens Love Underpants	Traction Man	The Queens' Hat	A Bear Called Paddington - Paddington visits London	Little Red	Bog Baby
Grammar focus	Revisit EYFS skills <b>subject and verb-nouns/verbs to create simple sentences.</b>	Simple sentences embedded <b>and Proper nouns.</b>	<b>Adjectives</b>	<b>Compound sentences using: 'and' with pronouns and personal pronouns.</b>	<b>Questions and exclamation marks.</b>	Embedding Y1 knowledge of simple and compound sentences including capital letters, full stops, question and exclamation marks.
Spelling/ word structure	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]					
Writing Outcome	Captions and labels linked to story	Retelling part of the story	Retelling the story own version- the King's ..	Paddington visits the Stafford - own version	Retelling the story with a twist	Instructions

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Cross curricula writing	Labels and lists- moon buggy dt project	Sentences about Neil Armstrong	Sentences about the Great Fire of London, features of London	Simple trip recount	Senses information texts	Woodland animals factfiles
<b>YEAR 2</b>						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Towers, tunnels and turrets		Around the World		Beach Combers	
Writing lesson Text	The dragon snatcher	Rapunzel	Grandad's Island	Little Red and the Very Hungry Lion	The lighthouse keeper's lunch	The Seabook
Grammar focus	Revisit Y1 skills - ensure understanding of compound sentences is secure  <b>Expanded noun phrases</b>	<b>Compound sentences using coordinating conjunctions but/and/or.</b>	<b>Subordinating conjunctions when, if, that, because.</b>	<b>Sentence types - command/statement/exclamation/question (revisit question marks and exclamation marks from Y1)</b>	<b>Commas to separate items in a list.</b>	<b>Embedding subordinating conjunctions when, if, because</b>  Embedding Y2 grammar skills taught.
Spelling/ word structure	<p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>					
Writing Outcome	Setting description	Retelling a fairy tale with a twist	Postcard from the Island	Story set in another country	Instructions	NCR- sea creatures
Cross curricula writing	The Battle of Hastings (history) Our King factfile (PSHE/history)		Postcard from another country (geography) Plant diary (science)		NCR about keeping healthy (science) How to build a sandwich (DT)	

YEAR 3						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Go with the flow		Through the Ages		The respectful Romans?	
Writing lesson Text	Flood	River singers	First Drawing	Iron Man	Escape from Pompeii	Bee
Grammar focus	<p>Revisit Y2 skills- ensure understanding of coordinating conjunctions and using 'and, or, but'</p> <p>NEW LEARNING: Embedding compound sentences - <b>Use coordinating conjunction 'so' to show consequence</b></p> <p>Introduction to paragraphs as a way to group related materials.</p>	<p><b>Use adverbs and prepositional phrases to add detail</b></p>	<p><b>Embed use of expanded noun phrases with a focus on precise vocabulary and building cohesion.</b></p> <p>Continue to use paragraphs as a way to group related materials.</p>	<p><b>Introduction to inverted commas to punctuate direct speech.</b></p>	<p><b>Embed use of complex sentences - include subordinating conjunctions: <i>since, as</i></b></p> <p><i>after, before, until</i></p>	<p><b>Embedding previous grammar skills taught.</b></p> <p>Begin to use simple organisational devices to in non narrative material.</p>
Spelling/ word structure	<p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The / / ɪ sound spelt y elsewhere than at the end of words</p> <p>The /ʌ/ sound spelt ou</p> <p>Prefixes <b>un, dis, mis, re</b></p> <p>Suffix -ly</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /j/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt - gue and the /k/ sound spelt -que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p>					

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	Homophones and near-homophones					
Writing Outcome	Narrative - Retell story	Narrative opening with focus on setting	Narrative - flashback	Narrative - problem and resolution [middle / ending]	Diary	NCR - information text
Cross curricula writing	Instructions - DT Non- chronological report - Topic - Rivers - glossary Non- chronological report - Science - water cycle - glossary		Instructions - DT Non chronological report - Stone Age/Iron age - glossary / ntroductory pearagraph Diary entry - scaffolded / paragraph only Topic		Instructions - DT Non chronological report - Romans Diary entry - Topic Non chronological report - Science - plants Letter - Topic - Romans	
<b>YEAR 4</b>						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Road Trip USA		Gods and Mortals		Raider and Traders	
Writing lesson Text	Queen of the Falls	Henry's Freedom Box	Leo and the Gorgon's curse	Theseus and the Minotaur	How to Train Your Dragon	
Grammar focus	Revisit Y3 skills of prepositions and adverbs  <b>Time, manner, place and reason fronted adverbials including comma to mark the boundary.</b>	<b>24-25 Using expanded noun phrases with modifying adjectives and prepositional phrases</b>  <b>25-26 Revisit complex sentences (since, as, when, if, that, because) Extend to use a full range of conjunctions [although, while]</b>  To use paragraphing effective with topic	<b>Use of inverted commas and other punctuation to indicate direct Speech, including split speech</b>  To use paragraphing for narrative effective with topic sentences that develop around a main point.	<b>24-25 Revisit complex sentences (since, as, when, if, that, because) Extend to use a full range of conjunctions [although, while]</b>  <b>25-26 Using expanded noun phrases with prepositional phrases</b>  Use paragraphing for narrative effective with topic sentences that develop around a main point.	Application of Y4 skills taught including accurate speech punctuation. <b>Use of dialogue to advance action and show character insight.</b>	Application of Y4 skills taught including using a range of appropriate fronted adverbials with a focus on cohesion and precise vocabulary.  Embed use of simple organisational devices to in non narrative material.

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		sentences that develop around a main point				
Spelling/ word structure	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Prefixes - <i>in, il, im, ir, sub, inter, super, anti, auto</i> Suffix - <i>ation</i> and <i>-ous</i> Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Possessive apostrophe with plural words					
Writing Outcome	Retelling of the story 5 part narrative	Diary Entry	Alternative chapter - introducing new character	Myth	5 part narrative	NCR
Cross curricula writing		Debate - linked to equal rights				
<b>YEAR 5</b>						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Industrial Stafford		Ancient Egypt		Crime and Punishment	
Writing lesson Text	Son of the Circus	Varmints	Marcy and the Riddle of the Sphynx	Secrets of a Sun King	Harry Potter	Harry Potter
Grammar focus	Revisit Y4 skills  <b>Using adverbs and modal verbs to</b>	<b>Relative clauses beginning with who, which, where, when, whose and that.</b>	<b>Parenthesis using brackets, commas, dashes.</b>	Revisit compound and complex sentences including co ordinating and subordinating conjunctions.	Revisit dialogue - integrating speech to advance action and give character insight.	Application of taught grammar skills  Ensuring correct subject/verb agreement.

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	<b>indicated degrees of possibility.</b>	<b>including an omitted relative pronoun.</b>	Use organisation and presentation devices including headings/bullet points	<b>Focus on commas to clarify meaning and avoid ambiguity</b>  Ensuring correct tense throughout.	Including range of prepositional phrases and precise expanded noun phrases within a cohesive piece.	
Spelling/ word structure	Endings which sound like /ʃəs/ spelt -cious or -tious Endings which sound like /ʃəl/ spelt -cial or - tial Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending in -able and -ible Words ending in -ably and -ibly Adding suffixes beginning with vowel letters to words ending in -fer Use of the hyphen - used to join a prefix to a root word Words with the /i:/ sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)					
Writing Outcome	Letter - Ted to mother	Newspaper report	Explanation text based on the journey	Narrative - Flashback	Narrative - retelling a chapter using taught grammar skills.	Persuasive letter
Cross curricula writing	Industrial Revolution - diary entry of a worker.	Explanation text - Science	Non chronological report - Ancient Egypt	Information leaflet	Newspaper report - linked to crimes committed.	Instructions for a computer game
<b>YEAR 6</b>						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	A Child's War		Darwin's Delights		Hola Mexico!	
Writing lesson Text	The Journey	Rose Blanche	How to live forever	Land of Never Believe	The Rain Player	Holes
Grammar focus	Revisit Y5 skills	<b>Colons to introduce a list and to mark</b>	<b>24/25 - Parenthesis (extended from Y5)</b>	<b>Subjunctive Form Informal/formal voice</b>	<b>Active and Passive voice</b>	Application of GPS skills taught with the emphasis

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	<b>Semi- colons and coordinating conjunctions</b>	<b>boundaries between independent clauses</b> <b>Dashes used for emphasis</b>	<b>25/26 - Effective use of dialogue</b>			on manipulation for effect on the reader including how hyphens can be used to avoid ambiguity.
Spelling/ word structure	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. synonym, antonym					
Writing Outcome	Setting description  Letter	Retelling of story	Conversation Letter Setting description	Newspaper report Diary entry Charles Darwin Biography	Explanation text	An alternative chapter
Cross curricula writing						