Long Term Plan for Writing



Fields Multi Academy Trust

Overview of texts and writing skills

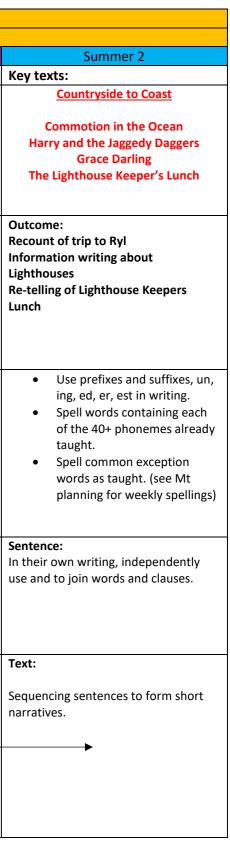
EYFS					
Year One of the rolling programme	e for Writing in EYFS				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts:	Key texts:	Key texts:	Key texts:	Key texts:	Key texts:
Journeys: In every house in every street The everywhere bear The journey home from Grandpa's We're going on a bear hunt We all went on safari You can't take an elephant on a bus Driving my tractor All aboard the bobo road Little red train: faster faster My map book The great explorer My name is not refugee On the way home Outcomes: To recognise and begin to write Phase 2 GPCs To write their name Use some of their print and letter knowledge in their early writing Use a comfortable grip with good control when holding pens and pencils.		Traditional Tales and People who help us Goldilocks and the three bears What does Daddy do? The gingerbread man Superhero like you The little Red hen Granny went shopping and she Jack and the beanstalk bought The three little pigs Dutcomes: To recognise and begin to write Phase 3 GPCs and vowel digraphs To extend their use of print and letter knowledge in their writing To develop their small motor skills so that they can use a range of tools competently, safely and confidently to include pencils for writing. To develop the foundations of a handwriting style which is fast, accurate and		Growing and Change over timeThe Growing storyLost in the toy museumThe Tiny SeedOld BearJasper's beanstalkDoggerEddie's gardenStanley StickCaterpillar to ButterflyTadpole to FrogTidyTreeOutcomes:To use phase 2 and 3 tricky words in phrasesWrite recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others.	
EYFS		efficient.			
Year Two of the rolling programme	e for Writing in EYFS				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts:	Key texts:	Key texts:	Key texts:	Key texts:	Key texts:
Home: Let's build a house Ted in a Red Bed Peace at Last Picnic in the Park Our class is a family The Family Book	s and family After the Storm An Evening at Alfie's No Place Like Home This is our House We are family Super Duper You	Our Planet - Mad about minibeasts Rumble in the Jungle Farmyard Hullabalooo Owl Babies	- Animals and Plants Emperor's Egg One Day on our Blue Planet	Snail and the Whale Billy's Bucket After the Storm Big Red Bath Mr Gumpy's Outing Sharing a shell	Water Shark in the Park Tadpoles to Frogs Rainbow Fish Tom and Lucy at the seaside Don't rock the boat
Outcomes: To recognise and begin to write Phase 2 GPCs To write their name Use some of their print and letter knowledge in their early writing Use a comfortable grip with good control when holding pens and pencils.		Outcomes: To recognise and begin to write Phase 3 GPCs and vowel digraphs To extend their use of print and letter knowledge in their writing To develop their small motor skills so that they can use a range of tools competently, safely and confidently to include pencils for writing. To develop the foundations of a handwriting style which is fast, accurate and efficient.		Outcomes: To use phase 2 and 3 tricky words in phrases Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with letter or letters Write simple phrases and sentences that can be read by others.	

Year One					
Year One of the rolling programme f	or Writing in Year 1				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts:	Key texts:	Key texts:	Key texts:	Key texts:	Key texts:
We're going on safari!	<u>We're going on safari!</u>	Castles and Dragons	Castles and Dragons	Plants and Bees	Plants and Bees
Handa's Surprise Handa's Hen We're going on a Bear hunt We're going on a Lion hunt Mama Panya's Pancakes	Tinga Tinga Tales Meerkat Mail Stand Alone- Bonfire Night week- poetry The Jolly Christmas Postman	The Egg Tell me a Dragon George and the Dragon	Castle Big Cat Books How to be a Knight Castle Big Books Dragon Stew Small Knight and George	Traditional Tales Jack and the Jelly Beanstalk Jim and the Beanstalk Jasper's Beanstalk	Bee and me Flight of the Honey Bee The Book of Bees Wlibee the Bumble Bee Mad about Minibeasts
Outcome: Re-telling of Lion Hunt Instruction writing for making pancakes	Outcome: Re-telling a Tinga Tinga Tale Instructions- How to make an African Drum	Outcome: Dragon description Re-telling of George and the Dragon	Outcome: Recount of Chirk Visit Instructions- How to be a Knight / How to make Dragon Stew	Outcome: Re-telling of Jack and the Beanstalk Description of our own magic beans	Outcome: Re-telling of story Bee and Me. Information poster/ text about Bees Poetry about Minibeasts
 Word Using s as a plural Spell words containing each of the 40+ phonemes already taught. Spell common exception words as taught. (see Mt planning for weekly spellings) 	 Word Using s/es as a plural Using the pre fix un Spell words containing each of the 40+ phonemes already taught. Spell common exception words as taught. (see Mt planning for weekly spellings) 	 Using ing, ed, where no change is needed to the root word. Spell words containing each of the 40+ phonemes already taught. Spell common exception words as taught. (see Mt planning for weekly spellings) 	 Using er, est where no change is needed to the root word. Spell words containing each of the 40+ phonemes already taught. Spell common exception words as taught. (see Mt planning for weekly spellings) 	 Use prefixes and suffixes, un, ing, ed, er, est in writing. Spell words containing each of the 40+ phonemes already taught. Spell common exception words as taught. (see Mt planning for weekly spellings) 	 Use prefixes and suffixes, un, ing, ed, er, est in writing. Spell words containing each of the 40+ phonemes already taught. Spell common exception words as taught. (see Mt planning for weekly spellings)
Sentence: • With support and orally- Use and to join words in a sentence.	Sentence: • With support- Write sentences using and to join words.	 Sentence: Independently- Write single sentences using and to join words. With support, use and to join clauses. 	 Sentence: Independently- Write single sentences using and to join words. With support, use and to join clauses. 	 Sentence: In their own writing, independently use and to join words and clauses. 	 Sentence: In their own writing, independently use and to join words and clauses.
Text:	Text:	Text:	Text:	Text:	Text:
 With support- Write labels and captions. saying out loud what they are going to write about 	Using scaffolds, (pictures/ writing frames)- re-tell a well-known story. composing a sentence orally before writing it	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives.
Discuss what they have written with the teacher. Read back their writing and tell the teacher what is says.	Discuss what they have written with the teacher. Read back their writing and tell the teacher what is says.	Read their own writing and check it — makes sense.			▶
 Punctuation: With support- Leaving spaces between words. Orally marking spaces and using resources to support. With support- Use full stops at the ends of sentences. With support- model the use of capital letters at the beginning of a single sentence. 	 Punctuation: With support- Leaving spaces between words. Orally marking spaces and using resources to support. With support- Use full stops at the ends of sentences. With support- model the use of capital letters at the beginning of a single sentence. 	 Punctuation: Independently leave spaces between words in a single sentence. Independently use full stops at the end of a single sentences. Use capital letters correctly at the beginning of a single sentence. 	 Punctuation: Independently leave spaces between words in a single sentence. Independently use full stops at the end of a single sentences. Use capital letters correctly at the beginning of a single sentence. 	 Punctuation: Leave spaces between words when writing more than one sentence. Begin to use full stops correctly when writing more than one sentence. Use capital letters at the beginnings of sentence and when writing more than one sentence. 	 Punctuation: Leave spaces between words when writing more than one sentence. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use capital letters at the beginnings of sentence and

Using a capital for personal pronoun I	• Using a capital for days of the week.	 Using a capital for names of people. 	 Using a capital for names of places. 	Use capital letters for names of people and places.
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when writing more than one sentence. Use capital letters for names of people and places.

Autumn 1	or Writing in Year 1 Autumn 2	Spring 1	Spring 2	Summer 1	Г
Key texts:	Key texts:	Key texts:	Key texts:	Key texts:	Ŧ
Amazing Adventures	Amazing Adventures	The Great fire of London	The Great fire of London	Countryside to Coast	╧
Jack and the Flum Flum Tree Grandad's Island You Choose Leaf man	The Wright Brothers It's not a stick The Stick Book Stanley's Stick Stickman	Katie in London A Walk in London Samuel Pepys Diary Entry	Vlad and the Great Fire of London Bread recipes	The King of Tiny Things Superworm Darwin's super pooping worms spectacular I love bugs	
Outcome:	Outcome:	Outcome:	Outcome:	Outcome:	1
Re-telling of a section of Jack and the Flum Flum Tree Setting description of an island. Postcard from Syd/ Grandad	Autumn senses poetry Write an ending for Stanley's Stick Re-telling of Stickman Recount of trip to Attingham Park Instructions – how to make a stick character.	Information poster on London Re-telling of Kate in London Information text on the Wright Brothers	Senses Poem about Fire Fire Fighting now and, in the past, Instructions – How to make bread Recount of trip to Fire Station. Description of the Great fire of London	Recount of the King of Tiny Things How to make a wormery Poetry about Sea creatures Information about minibeasts	
 Word Using s as a plural Spell words containing each of the 40+ phonemes already taught. Spell common exception words as taught. (see Mt planning for weekly spellings) 	 Word Using s/es as a plural Using the pre fix un Spell words containing each of the 40+ phonemes already taught. Spell common exception words as taught. (see Mt planning for weekly spellings) 	 Using ing, ed, where no change is needed to the root word. Spell words containing each of the 40+ phonemes already taught. Spell common exception words as taught. (see Mt planning for weekly spellings) 	 Using er, est where no change is needed to the root word. Spell words containing each of the 40+ phonemes already taught. Spell common exception words as taught. (see Mt planning for weekly spellings) 	 Use prefixes and suffixes, un, ing, ed, er, est in writing. Spell words containing each of the 40+ phonemes already taught. Spell common exception words as taught. (see Mt planning for weekly spellings) 	
Sentence: • With support and orally- Use and to join words in a sentence.	Sentence: • With support- Write sentences using and to join words.	 Sentence: Independently- Write single sentences using and to join words. With support, use and to join clauses. 	 Sentence: Independently- Write single sentences using and to join words. With support, use and to join clauses. 	Sentence: In their own writing, independently use and to join words and clauses.	9
Text:	Text:	Text:	Text:	Text:	h
 With support- Write labels and captions. saying out loud what they are going to write about 	Using scaffolds, (pictures/ writing frames)- re-tell a well-known story. composing a sentence orally before writing it	Sequencing sentences to form short narratives. Read their own writing and check it	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives.	s r
Discuss what they have written with the teacher. Read back their writing and tell the teacher what is says.	Discuss what they have written with the teacher. Read back their writing and tell the teacher what is says.	makes sense.			



Punctuation:	Punctuation:	Punctuation:	Punctuation:	Punctuation:	
 With support- Leaving spaces between words. Orally marking spaces and using resources to support. With support- Use full stops at the ends of sentences. With support- model the use of capital letters at the beginning of a single sentence. Using a capital for personal pronoun I 	 With support- Leaving spaces between words. Orally marking spaces and using resources to support. With support- Use full stops at the ends of sentences. With support- model the use of capital letters at the beginning of a single sentence. Using a capital for days of the week. 	 Independently leave spaces between words in a single sentence. Independently use full stops at the end of a single sentences. Use capital letters correctly at the beginning of a single sentence. Using a capital for names of people. 	 Independently leave spaces between words in a single sentence. Independently use full stops at the end of a single sentences. Use capital letters correctly at the beginning of a single sentence. Using a capital for names of places. 	 Leave spaces between words when writing more than one sentence. Begin to use full stops correctly when writing more than one sentence. Use capital letters at the beginnings of sentence and when writing more than one sentence. Use capital letters for names of people and places. 	l

Punctuation:

- Leave spaces between words when writing more than one sentence.
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use capital letters at the beginnings of sentence and when writing more than one sentence.

Use capital letters for names of people and places.

Year Two					
Year One of the rolling programme for	or Writing in Year 2				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts:	Key texts:	Key texts:	Key texts:	Key texts:	Key texts:
We're going on safari!	We're going on safari!	Castles and Dragons	Castles and Dragons	Plants and Bees	Plants and Bees
Handa's Surprise	Tinga Tinga Tales	The Egg	Castle Big Cat Books	Traditional Tales	Bee and me
Handa's Hen	Meerkat Mail	Tell me a Dragon	How to be a Knight Castle Big Books	Jack and the Jelly Beanstalk	Flight of the Honey Bee
We're going on a Bear hunt	Stand Alone- Bonfire Night week-	George and the Dragon	Dragon Stew	Jim and the Beanstalk	The Book of Bees
We're going on a Lion hunt	poetry		Small Knight and George	Jasper's Beanstalk	Wlibee the Bumble Bee
Mama Panya's Pancakes	The Jolly Christmas Postman				Mad about Minibeasts
Outcome: Re-telling of Lion Hunt	Outcome:	Outcome:	Outcome:	Outcome:	Outcome:
Instruction writing for making	Re-telling a Tinga Tinga Tale	Dragon description	Recount of Chirk Visit	Re-telling of Jack and the Beanstalk	Re-telling of story Bee and Me.
pancakes	Instructions- How to make an African	Re-telling of George and the Dragon	Instructions- How to be a Knight / How	Description of our own magic beans	Information poster/ text about Bees
	Drum		to make Dragon Stew		Poetry about Minibeasts
Word	Segmenting spoken words into	Segmenting spoken words into	Segmenting spoken words into	Segmenting spoken words into	Segmenting spoken words into
	phonemes and representing these by	phonemes and representing these by	phonemes and representing these by	phonemes and representing these by	phonemes and representing these by
Segmenting spoken words into	graphemes for patterns covered.	graphemes for patterns covered.	graphemes for patterns covered.	graphemes for patterns covered,	graphemes for patterns covered,
phonemes and representing these by		Learning to spell some words with	Spell some common exception words.	spelling many correctly.	spelling many correctly.
graphemes for patterns covered.	Learn to spell next set of common	contracted forms.	Use appropriate spelling rules and	Spell most common exception words.	Spell most common exception words.
	exception words.	Use appropriate spelling rules and	guidance to add suffixes to words	Use apostrophes appropriately for the	Use apostrophes appropriately for the
Learn some common homophones.		guidance to add suffixes to words	ending in e and words that end in a	contracted and possessive form.	contracted and possessive form.
	Learning new ways of spelling	ending in e and words that end in a	single consonant.	Add suffixes to spell longer words,	Add suffixes to spell longer words,
Learn to spell first set of common	phonemes for which one or more	single consonant.	To learn to use the possessive	including ment, ness, ful, less and ly.	including ment, ness, ful, less and ly.
exception words.	spellings are already known.	Spell some common exception words.	apostrophe (singular.)		
Sentence:	Sentence:	Sentence:	Sentence:	Sentence:	Sentence:
Write sentences dictated by the	Write sentences dictated by the	Write sentences with different forms	Write sentences with different forms	Write sentences with different forms	Write sentences with different forms
teacher.	teacher.	e.g. statement, command, question,	e.g. statement, command, question,	e.g. statement, command, question,	e.g. statement, command, question,
	I de utifica a com an de comb an doues	exclamation dictated by the teacher.	exclamation dictated by the teacher.	exclamation dictated by the teacher	exclamation dictated by the teacher
Identify a noun and a verb and use	Identify a noun and a verb and use			and start to include these in their own	and start to include these in their own
adjectives to describe and specify.	adjectives to describe and specify.	Compose expanded noun phrases as part of guided and shared writing.	Compose expanded noun phrases as part of guided and shared writing.	writing. To use expanded noun phrases to	writing. To use expanded noun phrases to
Orally recount real and fictional events	Orally use past and present tense	part of guided and shared writing.	part of guided and shared writing.	describe and specify.	describe and specify.
using past tense language.	correctly and consistently including the	With guidance, use the correct tense in	With guidance, use the correct tense in	Use the past and present tense	Use the past and present tense
using past tense language.	progressive form.	recounts and simple narratives.	recounts and simple narratives.	correctly and consistently including the	correctly and consistently including the
Orally construct sentences using				progressive form.	progressive form.
subordinating and coordinating	In guided and shared writing, use	Begin to use subordinating and	Begin to use subordinating and	Use subordinating and coordinating	Use a range of subordinating and
conjunctions.	subordinating and coordinating	coordinating conjunctions in writing to	coordinating conjunctions in writing to	conjunctions accurately in their writing.	coordinating conjunctions accurately in
	conjunctions to join clauses.	join clauses.	join clauses.		their writing.
Text:	Text:	Text:	Text:	Text:	Text:
Say out loud what they are going to	Mapping through pictures and words	Planning narratives by writing down	Planning narratives by writing down	Independently encapsulate what they	Independently encapsulate what they
write about.	ideas for narratives.	ideas/new words including key	ideas/new words including key	want to say sentence by sentence.	want to say sentence by sentence.
		vocabulary.	vocabulary.		
Read writing aloud to peers/whole	Re read with an adult to check that	Re read with an adult to check that	In guided writing, encapsulate what	Proof reading to check for errors in	Independently proof reading to check
class.	writing makes sense and that verbs to	writing makes sense and that verbs to	they want to say sentence by sentence.	spelling, grammar and punctuation with	for errors in spelling, grammar and
	indicate time are used correctly and	indicate time are used correctly and	Proof reading to check for errors in	some guidance.	punctuation.
	consistently including verbs in the	consistently including verbs in the	spelling, grammar and punctuation with	Read writing aloud to a range of	
	continuous form.	continuous form.	some guidance.	audiences using appropriate intonation.	Read writing aloud to a range of
	Read writing aloud to peers/whole	Read writing aloud to peers/whole class	Read writing aloud to peers/whole class		audiences using appropriate intonation
	class.	using appropriate intonation.	using appropriate intonation.		

Punctuation:	Punctuation:	Punctuation:	Punctuation:	Punctuation:	Punctuation:
Sentence games to build on understanding of simple punctuation. Write simple sentences using capital letters and full stops accurately. During shared/guided reading, identify familiar and new punctuation and its meaning.	Write simple sentences using capital letters and full stops accurately. During shared/guided reading, identify familiar and new punctuation and its meaning.	Use full stops, capital letters and question marks correctly in writing. Accurately use apostrophes for the contracted form. Use commas for lists	Use full stops, capital letters and question marks correctly in writing. Accurately use apostrophes for the contracted forms and the possessive (singular.) To use an exclamation mark with guidance in their writing.	Use full stops, capital letters, question marks, exclamation marks, commas for lists and apostrophes for contracted forms and the progressive (singular.)	Use full stops, capital letters, question marks, exclamation marks, commas for lists and apostrophes for contracted forms and the progressive (singular.)

Year Two					
Year two of the rolling programme for					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summe
Key texts:	Key texts:	Key texts:	Key texts:	Key texts:	Key texts:
Amazing Adventures	Amazing Adventures	The Great fire of London	The Great fire of London	Countryside to Coast	<u>Countryside</u>
Jack and the Flum Flum Tree	The Wright Brothers	Katie in London	Vlad and the Great Fire of London	The King of Tiny Things	Commotion in
Grandad's Island	It's not a stick	A Walk in London	Bread recipes	Superworm	Harry and the Jag
You Choose	The Stick Book	Samuel Pepys Diary Entry		Darwin's super pooping worms	Grace Da
Leaf man	Stanley's Stick			spectacular	The Lighthouse Ke
	Stickman			I love bugs	
Outcome:	Outcome:	Outcome:	Outcome:	Outcome:	Outcome:
Re-telling of a section of Jack and the	Autumn senses poetry	Information poster on London	Senses Poem about Fire	Recount of the King of Tiny Things	Recount of trip to Ryl
Flum Flum Tree	Write an ending for Stanley's Stick	Re-telling of Kate in London	Fire Fighting now and, in the past,	How to make a wormery	Information writing at
Setting description of an island. Postcard from Syd/ Grandad	Re-telling of Stickman Recount of trip to Attingham Park	Information text on the Wright Brothers	Instructions – How to make bread Recount of trip to Fire Station.	Poetry about Sea creatures Information about minibeasts	Re-telling of Lighthous
Postcaru nom sydy Grandau	Instructions – how to make a stick	biothers	Description of the Great fire of London	mormation about minibeasts	
	character.				
Word	Segmenting spoken words into	Segmenting spoken words into	Segmenting spoken words into	Segmenting spoken words into	Segmenting spoken wo
	phonemes and representing these by	phonemes and representing these by	phonemes and representing these by	phonemes and representing these by	phonemes and represe
Segmenting spoken words into	graphemes for patterns covered.	graphemes for patterns covered.	graphemes for patterns covered.	graphemes for patterns covered,	graphemes for pattern
phonemes and representing these by		Learning to spell some words with	Spell some common exception words.	spelling many correctly.	spelling many correctly
graphemes for patterns covered.	Learn to spell next set of common	contracted forms.	Use appropriate spelling rules and	Spell most common exception words.	
	exception words.	Use appropriate spelling rules and	guidance to add suffixes to words	Use apostrophes appropriately for the	Spell most common ex
Learn some common homophones.		guidance to add suffixes to words	ending in e and words that end in a	contracted and possessive form.	
Leave to exall first act of common	Learning new ways of spelling	ending in e and words that end in a	single consonant.	Add suffixes to spell longer words,	Use apostrophes appro
Learn to spell first set of common	phonemes for which one or more spellings are already known.	single consonant. Spell some common exception words.	To learn to use the possessive	including ment, ness, ful, less and ly.	contracted and posses
exception words.	spennigs are alleady known.	spen some common exception words.	apostrophe (singular.)		Add suffixes to spell lo
					including ment, ness, f
Sentence:	Sentence:	Sentence:	Sentence:	Sentence:	Sentence:
Write sentences dictated by the	Write sentences dictated by the	Write sentences with different forms	Write sentences with different forms	Write sentences with different forms	Write sentences with c
teacher.	teacher.	e.g. statement, command, question,	e.g. statement, command, question,	dictated by the teacher and start to	dictated by the teache
Identify a noun and a verb and use	Identify a noun and a verb and use	exclamation dictated by the teacher.	exclamation dictated by the teacher.	include these in their own writing.	include these in their o
adjectives to describe and specify. Orally recount real and fictional events	adjectives to describe and specify.	Compose expanded noun phrases as	Compose expanded noun phrases as	To use expanded noun phrases to describe and specify.	To use expanded noun
using past tense language.	Orally use past and present tense correctly and consistently including the	part of guided and shared writing. With guidance, use the correct tense in	part of guided and shared writing. With guidance, use the correct tense in	Use the past and present tense	describe and specify. Use the past and prese
Orally construct sentences using	progressive form.	recounts and simple narratives.	recounts and simple narratives.	correctly and consistently including the	correctly and consister
subordinating and coordinating	In guided and shared writing, use	Begin to use subordinating and	Begin to use subordinating and	progressive form.	progressive form.
conjunctions.	subordinating and coordinating	coordinating conjunctions in writing to	coordinating conjunctions in writing to	Use subordinating and coordinating	Use a range of subordi
	conjunctions to join clauses.	join clauses.	join clauses.	conjunctions accurately in their writing.	coordinating conjuncti
Text:	Text:	Text:	Text:	Text:	their writing. Text:
Say out loud what they are going to	Mapping through pictures and words	Planning narratives by writing down	Planning narratives by writing down	Independently encapsulate what they	Independently encaps
write about.	ideas for narratives.	ideas/new words including key	ideas/new words including key	want to say sentence by sentence.	want to say sentence k
	Re read with an adult to check that	vocabulary.	vocabulary.	Proof reading to check for errors in	Independently proof r
Read writing aloud to peers/whole	writing makes sense and that verbs to	Re read with an adult to check that	In guided writing, encapsulate what	spelling, grammar and punctuation with	for errors in spelling, g
class.	indicate time are used correctly and	writing makes sense and that verbs to	they want to say sentence by sentence.	some guidance.	punctuation.
	consistently including verbs in the	indicate time are used correctly and	Proof reading to check for errors in	Read writing aloud to a range of	Read writing aloud to
	continuous form.	consistently including verbs in the	spelling, grammar and punctuation with	audiences using appropriate intonation.	audiences using appro
	Read writing aloud to peers/whole	continuous form.	some guidance.		
	class.	Read writing aloud to peers/whole class	Read writing aloud to peers/whole class		
		using appropriate intonation.	using appropriate intonation.		

Summer 1	Summer 2
	Key texts:
tryside to Coast	Countryside to Coast
ng of Tiny Things Superworm uper pooping worms spectacular I love bugs	Commotion in the Ocean Harry and the Jaggedy Daggers Grace Darling The Lighthouse Keeper's Lunch
e King of Tiny Things a wormery Sea creatures bout minibeasts	Outcome: Recount of trip to Ryl Information writing about Lighthouses Re-telling of Lighthouse Keepers Lunch
oken words into representing these by patterns covered, correctly. mon exception words. es appropriately for the possessive form. spell longer words, c, ness, ful, less and ly.	Segmenting spoken words into phonemes and representing these by graphemes for patterns covered, spelling many correctly. Spell most common exception words. Use apostrophes appropriately for the contracted and possessive form.
	Add suffixes to spell longer words, including ment, ness, ful, less and ly.
es with different forms e teacher and start to in their own writing. ed noun phrases to becify. ind present tense onsistently including the im. ting and coordinating ccurately in their writing.	Sentence: Write sentences with different forms dictated by the teacher and start to include these in their own writing. To use expanded noun phrases to describe and specify. Use the past and present tense correctly and consistently including the progressive form. Use a range of subordinating and coordinating conjunctions accurately in their writing.
encapsulate what they ntence by sentence. to check for errors in nar and punctuation with e. oud to a range of g appropriate intonation.	Text: Independently encapsulate what they want to say sentence by sentence. Independently proof reading to check for errors in spelling, grammar and punctuation. Read writing aloud to a range of audiences using appropriate intonation.

Punctuation:	Punctuation:	Punctuation:	Punctuation:	Punctuation:	Punctuation:
Sentence games to build on	Write simple sentences using capital	Use full stops, capital letters and	Use full stops, capital letters and	Use full stops, capital letters, question	Use full stops, capital letters, question
understanding of simple punctuation.	letters and full stops accurately.	question marks correctly in writing.	question marks correctly in writing.	marks, exclamation marks, commas for	marks, exclamation marks, commas for
Write simple sentences using capital		Accurately use apostrophes for the	Accurately use apostrophes for the	lists and apostrophes for contracted	lists and apostrophes for contracted
letters and full stops accurately.	During shared/guided reading, identify	contracted form.	contracted forms and the possessive	forms and the progressive (singular.)	forms and the progressive (singular.)
During shared/guided reading, identify	familiar and new punctuation and its	Use commas for lists.	(singular.)		
familiar and new punctuation and its	meaning.		To use an exclamation mark with		
meaning.			guidance in their writing.		

Year One of the rolling programme	for Writing in LKS2				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Key texts: Stone Age Boy by Satoshi Kitamura	Key texts: Skara Brae How to Wash a Woolly Mammoth by Michelle Robinson	Key texts: Lion and the unicorn by Shirley Hughes.	Key texts: Chocolate from bean to bar by Collins Big Cat Charlie and the Chocolate Factory by Roald Dahl (class text)	Key texts: Flood by Alvaro F Villa	Key Rive
Outcomes: Setting description Dialogue between characters (intro/recap). Diary entry Narrative writing of Stone Age Boy (Voyage and return story)	Outcomes: Persuasive holiday brochure/information text on Skara Brae. Instructions for how to look after a woolly mammoth.	Outcomes: Senses poem – the Blitz Dialogue (to enhance narrative) Letters home Setting description Narrative whole/ending of the story (overcoming a monster story)	Outcomes: Character description Persuasive advert – sweets Explanation of how chocolate is made	Outcomes: Description of the storm Narrative (disaster story)	Out Rive Poe
Word (transcription) Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters. Prefix dis, mis Recap suffixes ed, ing related to tense.	Word (transcription) Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters. Homophones Dictionary skills Dictated sentences.	Word (transcription) Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters. Prefix dis, mis Dictionary and thesaurus skills Dictated sentences.	Word (transcription) Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters. Prefix dis, mis Dictated sentences.	Word (transcription) Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters. Prefix dis, mis Dictated sentences.	Wor Incro qual Usin to jo Pref Dicta
Dictated sentences.					
Sentence: Extending the range of sentences with more than one clause by using a wider range of conjunctions. Choosing nouns and pronouns for clarity to avoid repetition. Recap expanded noun phrases	Sentence: Extending the range of sentences with more than one clause by using a wider range of conjunctions. Use adverbs, conjunctions and prepositions to express time, place and cause. Use determiners – a or an	Sentence: Using the present perfect form of verbs in contrast to the past tense. Use adverbs, conjunctions and prepositions to express time, place and cause.	Sentence: Use fronted adverbials Extending the range of sentences with more than one clause by using a wider range of conjunctions.	Sentence: Extending the range of sentences with more than one clause by using a wider range of conjunctions. Use adverbs, conjunctions and prepositions to express time, place and cause.	Sent Exte mor wide
Text: In narratives, create characters, settings and plot. Draft, edit, write. Suggest improvements to own and others' writing. Compose and rehearse sentences orally.	Text: Organizing paragraphs around a theme. Organisational devices, such as sub- headings, headings etc. Draft, edit, write. Compose and rehearse sentences orally.	Text: In narratives, create characters, settings and plot Organizing paragraphs around a theme- understand paragraphing in narrative. Draft, edit, write. Checking for spelling and punctuation errors. Compose and rehearse sentences orally.	Text: Organizing paragraphs around a theme. Organisational devices, such as sub- headings, headings etc. Draft, edit, write. Compose and rehearse sentences orally.	Text: In narratives, create characters, settings and plot Organizing paragraphs around a theme. Draft, edit, write. Compose and rehearse sentences orally.	Text Orga ther Orga head Draf Read tone Corr oral
Punctuation: Use inverted commas to punctuate direct speech (introduction/recap) Recap Year 2 punctuation: apostrophes for contraction, exclamation marks, questions marks, commas for lists	Punctuation: Recap sentence types and relevant punctuation.	Punctuation: Use inverted commas to punctuate direct speech Use possessive apostrophe accurately in words with regular plurals.	Punctuation: Use a comma after a fronted adverbial	Punctuation: Use possessive apostrophe accurately in words with regular plurals. Use inverted commas to punctuate direct speech	Pun Diffe plur

Summer 2

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Lower Key Stage Two	fer and the second second				
Year Two of the rolling programme			Curtue 2	6	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Key texts:	Key texts:	Key texts:	Key texts:	Key texts:	Key
Cinnamon by Neil Gaiman	Non-fiction text about tiger (TBC)	Odd and the Frost Giant by Neil Gaiman	Odd and the Frost Giant by Neil Gaiman	Escape from Pompeii by Christina Balit	Non (TB(
Outcomes: Character description Dialogue (intro/recap) Narrative (rebirth story)	Outcomes: Non-chronological report Poetry – theme/Christmas	Outcomes: Character description Dialogue (to enhance narrative) Non-fiction fact file on Viking Gods	Outcomes: Narrative (quest story)	Outcomes: Setting description Letter writing Narrative – middle of the story (escape scene)	Outo Expl erup
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Summer 2

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Year One of the rolling programme Autumn 1	Autumn 2	Coring 1	Coring 2	Summor 1	
	Autumn 2	Spring 1	Spring 2	Summer 1 Key texts:	
Key texts: Vanishing Rainforest The Explorer The Great Kapok Tree Hatchet (Optional and GR)		Key texts: Greek Myths and Legends Leo and the Gorgons Curse Ancient Greece (GR)		What a Waste Journey	
Outcomes: Narrative (Retelling of story or next chapter) Information Page: What is a rainforest? Letters to persuade		Outcomes: Narrative (Retelling of a myth and diary) Character profile Non-fiction – information text/comparative piece on ancient Greece		Outcomes: Diary Letters for different purposes Story telling from different points of views	
Word (transcription) Dictionaries to check the meaning of words Use a thesaurus Use prefixes and suffixes (ed, ing, ly) Adverbs Homophones that are commonly used and misspelled (Which/witch our/are your/you're there/their/they're) Spell some words with silent letters (knight, plasm, solemn, autumn) Morphology and etymology in spelling and understand that some spelling words need to be learnt specifically (HFW)		Word (transcription)Use first 3/4 letters of a word to check spelling meaning or both in the dictionaryUse a thesaurusUse prefixes and suffixes (ious/tion/cian/sion/ssion)Homophones that are commonly used and misspelled (reign/rain whether/weather who's/whose effect/affect compliment/complement)Spell some words with silent letters (physio/physics)Morphology and etymology in spelling and understand that some spelling words need to be learnt specifically (HFW)		Word (transcription) Use thesauruses and Dictionaries independen improve writing Use prefixes and suffixes (re/co/il/dis/trans/a Homophones that are commonly used and mi license/license practice/practise) Spell some words with silent letters (knight, p Morphology and etymology in spelling and un words need to be learnt specifically (HFW)	
Sentence:		Sentence:		Sentence:	
Adverbial phrases (fronted adverbials and phrases to begin sentences) Identifying main clauses Subordinate clauses Commas to avoid ambiguity Modal verbs to indicate degrees of possibility		Imbedding adverbial phrases and subordinate clauses within sentences Using different forms of expanded noun phrases Relative clauses using relative pronouns Using the passive and active voice		Using noun phrases to convey complicated in Choose sentence structures that reflect the st formality needed	
subheadings	ing and using a consistent tense ess of paragraphing and how different information can be organised e.g. dings nd punctuating direct speech (including punctuation within and		Text: Identifying and using a consistent tense Using paragraphs to group information by time, place or topic Understand when to use organisational and presentational devices		

Summer 2
ently to check spelling and
/anti/un) misspelled (aisle/I'll isle
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information concisely style of writing and level of
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Punctuation:	Punctuation:	Punctuation:
Brackets (parenthesis)	Parenthesis – using brackets and introducing dashes and commas	Using brackets, dashes or commas to indicate
Colons to introduce a list	Colons to join together 2 independent clauses	Use of semi-colons
Using and punctuating direct speech (including punctuation within and	Conventions to using bullet points	Using hyphens to avoid ambiguity
surrounding inverted commas)	Using and punctuating direct speech (including punctuation within	Integrating dialogue to convey character and t
Commas to avoid ambiguity	and surrounding inverted commas)	Choose when to use words that contain apost
Revision of apostrophes for possession and contraction	Choose to use words that contain apostrophes for possession and	contraction depending on level of formality
	contraction depending on level of formality	

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Upper Key Stage Two Year Two of the rolling programme fo	Writing in LIKS2										
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1							
Key texts:		Key texts:		Key texts:							
					Survivors						
Oliver Twist (various versions of) Highway Man (poem) Christmas Carol		Marcy and the Riddle of the Sphinx Ancient Egypt (NF)		When Darwin sailed th							
						Outcomes:		Outcomes:		Outcomes:	
						Biography of Charles Darwin		Adventure story (section of)		Non Chronological report	
Retelling of part of Oliver Twist		Information guide	Information guide		Letter						
Discussion text about who was to blar	ne for the death of Bess	Persuasive text		Narrative							
Character profile		Letter		Description							
Persuasive letter				Newspaper report							
Word (transcription)											
Dictionaries to check the meaning of v	vords	Use first 3/4 letters of a word to check spelling meaning or both in		Use thesauruses and Dictionaries independer							
Use a thesaurus		the dictionary		improve writing							
Use prefixes and suffixes (ed, ing, ly)		Use a thesaurus		Use prefixes and suffixes (re/co/il/dis/trans/a							
Adverbs		Use prefixes and suffixes (ious/tion	· · · · ·	Homophones that are comm	•						
Homophones that are commonly used	• • •	Homophones that are commonly u		license/license practice/prac							
our/are your/you're there/their/they're)		whether/weather who's/whose eff	fect/affect	Spell some words with silent							
Spell some words with silent letters (k		compliment/complement)		Morphology and etymology							
Morphology and etymology in spelling and understand that some		Spell some words with silent letters		words need to be learnt spec	cifically (HFW)						
spelling words need to be learnt speci	fically (HFW)	Morphology and etymology in spel spelling words need to be learnt sp	-								
Sentence:		Sentence:		Sentence:							
Adverbial phrases (fronted adverbials	and phrases to begin sentences)	Embedding adverbial phrases and s	subordinate clauses within	Using noun phrases to conve	ev complicated in						
Identifying main clauses		sentences		Choose sentence structures that reflect the st							
Subordinate clauses		Use expanded noun phrases		formality needed							
Commas to avoid ambiguity		Relative clauses using relative pronouns		Using the passive and active voice							
Modal verbs to indicate degrees of possibility		Using the passive and active voice									
Text:		Text:		Text:							
Identifying and using a consistent tense		Identifying and using a consistent tense		Make choices about use of te	ense						
Awareness of paragraphing		Using paragraphs to group informa	tion by time, place or topic	Using a wide range of cohesi	ive devices to link						
Understand how different information	n can be organised e.g.	Understand when to use organisati	ional and presentational devices	Using further organisational	and presentation						
subheadings				and guide the reader (e.g. he	eadings, bullet po						
Using and punctuating direct speech (including punctuation within and			Integrating dialogue to conve	-						
surrounding inverted commas)				Recognising vocabulary and							
				speech and writing including	the subjunctive						

Summer 2
Summer 2
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, plasm, solemn, autumn) understand that some spelling
information concisely style of writing and level of
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