

## Writing Long Term Plan

### Nursery – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<b>Autumn</b>	<b>My Mum and Dad Make Me Laugh - Nick Sharratt</b> <b>The Great Big Book of Families – Mary Hoffman</b>								<b>Barry the Fish with Fingers – Sue Hendra and Paul Linnet</b> <b>The Big Book of the Blue – Yuval Zommer</b>						
	<u>Writing focus (taught sessions)</u> <ul style="list-style-type: none"> <li>Vertical lines – drawing between, tracing over, drawing next to, drawing vertical lines independently</li> <li>Horizontal lines - drawing between, tracing over, drawing next to, drawing vertical lines independently</li> <li>Dough disco</li> <li>Modelled draw</li> <li>Gross motor tasks</li> </ul>				<u>Specific activities</u> <ul style="list-style-type: none"> <li>Shopping lists in home corner</li> <li>Telephone numbers and messages in home corner</li> <li>Pencil control</li> </ul>				<u>Writing focus (taught sessions)</u> <ul style="list-style-type: none"> <li>Revisit vertical and horizontal lines</li> <li>Horizontal / vertical lines (cross) - drawing between, tracing over, drawing next to, drawing horizontal / vertical lines that cross independently</li> <li>Dough disco</li> <li>Modelled draw</li> <li>Gross motor tasks</li> </ul>				<u>Specific activities</u> <ul style="list-style-type: none"> <li>Name writing in Christmas cards</li> <li>Oral blending matching activity</li> <li>Drawing my family</li> </ul>		
<b>Spring</b>	<b>Goldilocks and the Three Bears – Traditional Tale – Ladybird book</b> <b>A Book of Bears: At home with bears around the world – Kate Viggers</b>				<b>Jack and the Beanstalk – Traditional Tale – Ladybird book</b> <b>How Things Grow – Usborne books</b>										
	<u>Writing focus (taught sessions)</u> <ul style="list-style-type: none"> <li>Circles – drawing curved lines, tracing a circle over given line, drawing around a circle, drawing a circle independently</li> <li>Dough disco</li> <li>Modelled draw</li> <li>Gross motor tasks</li> </ul>		<u>Specific activities</u> <ul style="list-style-type: none"> <li>Letter writing – LW sequence</li> <li>Name writing in Mother’s Day cards</li> <li>Reading a map with symbols – Easter egg hunt</li> <li>Labels based on phonic knowledge and using pencil control</li> </ul>		<u>Writing focus (taught sessions)</u> <ul style="list-style-type: none"> <li>Squares – tracing over given lines, tracing corners over given lines, tracing a square over given lines, drawing a square independently</li> <li>Dough disco</li> <li>Modelled draw</li> <li>Gross motor tasks</li> <li>Fine motor tasks</li> </ul>		<u>Specific activities</u> <ul style="list-style-type: none"> <li>Letter writing – LW sequence</li> <li>Labelling parts of a plant</li> <li>Book labelling mark making, pencil control</li> </ul>								

Narrative

Poetry

Non-fiction

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	• Fine motor tasks				
<b>Summer</b>	<b>Dear Zoo – Rod Campbell</b> <b>Creature Features – Natasha Durley</b>		<b>The Very Hungry Caterpillar – Eric Carle</b> <b>The Incredible Life Cycle of a Butterfly – Kay Barnham</b>		
	<u>Writing focus (taught sessions)</u> <ul style="list-style-type: none"> <li>Diagonal lines – drawing between given lines, tracing over given lines, drawing next to given lines, drawing diagonal lines independently</li> <li>Crosses – drawing between given lines, tracing over given lines, drawing next to given lines, drawing diagonal lines that cross independently</li> <li>Dough disco</li> <li>Modelled draw</li> <li>Gross motor tasks</li> <li>Fine motor tasks</li> <li>Daily name writing</li> </ul>	<u>Specific activities</u> <ul style="list-style-type: none"> <li>Letter writing – LW sequence</li> <li>Name writing in Father’s Day cards</li> <li>Reading a simple map using symbols – animals around the world</li> <li>Mark making, pencil control and basic labels</li> </ul>	<u>Writing focus (taught sessions)</u> <ul style="list-style-type: none"> <li>Revisit diagonal lines including corners</li> <li>triangles – tracing a triangle over given lines, drawing around a triangle, drawing a triangle independently</li> <li>Dough disco</li> <li>Modelled draw</li> <li>Gross motor tasks</li> <li>Fine motor tasks</li> <li>Daily name writing</li> <li>Phase 2 phonics and accompanying letter formation</li> </ul>	<u>Specific activities</u> <ul style="list-style-type: none"> <li>Letter writing – LW sequence</li> <li>Labelling – fruit in The Very Hungry Caterpillar; key words from text; life cycle of a butterfly</li> <li>Map making – Minibeast hunt</li> </ul>	Transition week Writing activities

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## Writing Long Term Plan

### Reception - Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<b>Autumn</b>	<b>The Lipstick – Maria Karipdou</b> <b>I am Calm – Roger Priddy</b>								<b>Wow! Said the Owl – Tim Hopgood</b> <b>A Stroll through the Seasons – Kay Barnham</b>						
	<u>Writing focus</u> <ul style="list-style-type: none"> <li>Dough disco and strength activities</li> <li>Daily name writing</li> <li>Modelled drawing with CVC labelling.</li> <li>Basic control and letter formation</li> <li>Introduction to letter formation sessions</li> <li>Labelling artwork with name</li> </ul>				<u>Specific activities</u> <ul style="list-style-type: none"> <li>Letter writing LW sequence</li> <li>Labelling/name writing</li> <li>Letter formation sheets</li> <li>Pencil control sheets</li> <li>Name writing overlays</li> <li>Labelling our pictures</li> <li>Initial sound sorts</li> </ul>				<u>Writing focus</u> <ul style="list-style-type: none"> <li>Focused strength activities</li> <li>Daily name writing – correct letter formation focus</li> <li>Weekly modelled drawing and writing sessions – word level</li> <li>Weekly letter formation session</li> <li>1:1 CVC labelling task</li> </ul>				<u>Specific activities</u> <ul style="list-style-type: none"> <li>Letter writing LW sequence</li> <li>Christmas lists and cards</li> <li>CVC words</li> <li>Modelled drawing &amp; labelling of book characters</li> <li>Leaf pencil control and cutting</li> <li>Letters to Santa (word-level)</li> </ul>		
<b>Spring</b>	<b>Poles Apart – Jeanne Willis</b> <b>My First Arctic Encyclopaedia – Simon Holland</b>					<b>The Treasure of Pirate Frank – Elspeth Graham</b> <b>The Big Picture Atlas – Emily Bone</b>									
	<u>Writing focus</u> <ul style="list-style-type: none"> <li>Daily CVC tasks involving new digraphs and revisits of previous teaching</li> <li>Daily hand strength activities</li> <li>Home activities for hand strength</li> <li>Weekly modelled writing – captions</li> </ul>			<u>Specific activities</u> <ul style="list-style-type: none"> <li>LW writing-LW sequence</li> <li>Non-fiction facts in a Polar Bear booklet</li> <li>Labelling polar animals</li> <li>Modelled and</li> </ul>		<u>Writing focus</u> <ul style="list-style-type: none"> <li>Daily word building task with fans and frames to support selecting correct sounds. Picture prompts to guide word choice</li> <li>Caption level tasks with word boxes</li> </ul>			<u>Specific activities</u> <ul style="list-style-type: none"> <li>Map making and labelling</li> <li>Pirate ship labelling</li> <li>Caption making-my pirate</li> <li>Instructions for making a hat</li> </ul>						

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## Writing Long Term Plan

	<ul style="list-style-type: none"> <li>Model of finger spaces to separate words</li> <li>Pupil guided spelling</li> <li>Weekly modelled drawing and letter formation</li> <li>1:1 writing task</li> </ul>	<p>independent captions</p> <ul style="list-style-type: none"> <li>Labelling landscapes, snowy etc</li> <li>Signified story maps</li> </ul>	<ul style="list-style-type: none"> <li>Recording equipment for independent sentence building</li> <li>Weekly modelled writing – Captions, finger spaces, pupil guided spelling</li> <li>Weekly modelled drawing and letter formation</li> <li>1:1 writing task</li> </ul>	<ul style="list-style-type: none"> <li>Places near home labelling</li> <li>Open-ended writing tasks</li> </ul>	
Summer	<p><b>The Enormous Turnip – Ladybird Tales</b>  <b>This is How we Keep Healthy – Healthy Dorling</b></p>		<p><b>Little Red Hen – Ronne Randall</b>  <b>Eggs and Chicks – Fiona Patchett</b></p>		Transition week Writing activities
	<p><u>Writing focus</u></p> <ul style="list-style-type: none"> <li>Upper case letters used to start a sentence</li> <li>Daily writing of first and surname</li> <li>Sentence level tasks – longer words, suffixes and compound words</li> <li>Feedback on independent sentences and corrections</li> <li>Modelled writing – sentences; model finger spaces and capital letters; pupil guided spelling</li> <li>Weekly letter formation</li> <li>1:1 writing task</li> <li>Read the sentence and draw</li> </ul>	<p><u>Specific activities</u></p> <ul style="list-style-type: none"> <li>Letter writing- LW scheme</li> <li>Shopping lists</li> <li>Planting diary – in basic sentences/ captions</li> <li>Describing fruits, vegetables and flowers</li> <li>Labelling parts of a plant</li> <li>Sentence/captions about healthy food.</li> <li>Open-ended witing activities</li> <li>Innovated turnip story books</li> </ul>	<p><u>Writing focus</u></p> <ul style="list-style-type: none"> <li>Spelling of tricky words</li> <li>Use of phase 2, 3 and 4 graphemes</li> <li>Daily writing of first and surname</li> <li>Sentence level tasks – longer words, suffixes and compound words</li> <li>Feedback on independent sentences and corrections</li> <li>Modelled writing – sentences; model finger spaces and capital letters; pupil guided spelling</li> </ul>	<p><u>Specific activities</u></p> <ul style="list-style-type: none"> <li>Open-ended writing based on zoo visit and hatchery</li> <li>Sequencing life cycles with labels</li> <li>Describing- building our use of adjectives</li> <li>The Little Red Hen story map</li> <li>Innovated hungry caterpillar story</li> </ul>	

Narrative

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## Writing Long Term Plan

### Year 1 - Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<b>Autumn</b>	The Lost Happy Endings – Carol Ann Duffy	Hansel and Gretel – Wilhelm Grimm	Room on the Broom – Julia Donaldson	Acrostic poetry - Autumn	Redlocks and the Three Bears – Claudia Rueda	Gruffalo – Julia Donaldson	The Little Wolves and The Big Bad Pigs – Eugene Trivizas	Own narrative based on characters and settings from week 1-7	Owl Babies - Martin Waddell					Lost and Found – Oliver Jeffers	
	Creating own special tree house	Focus on characters and setting, following Year 1 sequence of writing							Labels, lists and captions	Narrative		Recount – linked to owl visitor		Narrative	
<b>Spring</b>	The Queen’s Knickers – Nicholus Allen The King’s Pants – Nicholus Allen				DT link	Little Shoemaker (Literacy Shed video) <a href="#">Littleshoemaker - THE LITERACY SHED</a>			Katie in London – James Mayhew						
	Narrative – retell a well-known story		Factfile – King Charles III		Instructions – making a sandwich	Shape poetry	Narrative		Information text - London	Narrative - Katie					
<b>Summer</b>	Leaf – Sandra Dieckmann							Handa’s Surprise – Eileen Browne		Handa’s Hen – Eileen Browne				Transition week Writing activities	
	Narrative – Fantasy Story		Poetry	Non-chronological report		Recount linked to school visit		Narrative		Narrative		Letter - for new class teacher			

### Year 2 - Yearly Overview

Narrative 
 Poetry 
 Non-fiction

## Writing Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<b>Autumn</b>	The Lost Happy Endings – Carol Ann Duffy		The Lighthouse Keeper’s Lunch – Ronda and David Armitage				Zog by Julia Donaldson		The Little Red and Very Hungry Lion – Alex T Davies	Tadpoles Promise – Jeanne Willis		The Owl who was Afraid of the Dark – Jill Tomlinson			
	Back to basics. Creating and describing own special tree house		Instructions to make a lunch		Setting description – buying a new house		Narrative – sequel to the story		Narrative	Non-Chronological report - Lifecycles		Poetry - rhyming	Narrative – own version of the story		Recount – owl visit
<b>Spring</b>	Toby and the Great Fire of London – Margaret Nash		The Baker’s Boy and the Great Fire of London – Tom Bradman		The Great Fire of London – Emma Adams	Meerkat Mail – Emily Gravett									
	Diary		Narrative		Information Text	Poetry - diamantes	Narrative – Adventure Story		Explanation text - animal						
<b>Summer</b>	Bob Man on the Moon – Simon Bartram				Taking Flight (Literacy Shed) <a href="#">TakingFlight - THE LITERACY SHED</a>				Yorkshire Wildlife Park visit		Lila and the Secret of Rain			Transition week Writing activities	
	Narrative – Writing a new ending		Non-chronological report		Letter – from Grandpa to Toby asking him to come on an adventure		Journal/diary - from adventure with Grandpa		Recount		Narrative		Letter - for new class teacher		

Narrative
  Poetry
  Non-fiction



# Writing Long Term Plan

**Narrative** 

**Poetry** 

**Non-fiction** 

## Writing Long Term Plan

### Year 3 - Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<b>Autumn</b>	The Lost Happy Endings – Carol Ann Duffy		Flat Stanley The Great Egyptian Grave Robbery – Jeff Brown		Hands on History museum visit – Ancient Egypt workshop			Chaperon Rouge (Literacy Shed Video) <a href="#">Chaperon Rouge - THE LITERACY SHED</a>							
	Back to basics. Setting description of Jub's forest home		Narrative – section		Recount (1.5 weeks) Instructions – mummification (1.5 weeks)			Poetry - limericks	Narrative – setting description		Newspaper report		Narrative – traditional tale – own version of a fairy story		
<b>Spring</b>	Time Hunters Stone Age Rampage – Chris Blake				Pattan's Pumpkins – Chitra Soundar			Plants							
	Stone Age Boy – Satoshi Kitamura				Ug – Raymond Briggs										
		Narrative – character's feelings using show don't tell		Narrative – use of dialogue between 3 main characters		Narrative – own version of story		Poetry - Haikus	Fact file about plants						
<b>Summer</b>	Flotsam – David Wiesner		The Last Try – Tom Palmer				Kindlekrax by Philip Ridley								
	Narrative – Section from the boys point of view		Narrative – Alternative ending to the story		Biography – Clive Sullivan		Narrative – including dialogue		Persuasion – writing from Ruskin's POV to persuade Mr Lace that he should take the main role in the school play						

### Year 4 - Yearly Overview

Narrative 
 Poetry 
 Non-fiction



## Writing Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
<b>Autumn</b>	<b>The Lost Happy Endings – Carol Ann Duffy</b>		<b>The Roman Mysteries – Caroline Lawrence</b> <b>Escape from Pompeii – Christina Balit</b>								<b>Fintan Fedora The World’s Worst Explorer – Clive Goddard</b>					
	Back to basics. Setting description of a forest scene where Jub lives		Narrative – in a different setting (Pompeii)			Biography - Boudicca		Poetry - kennings	Persuasion – selling a choco plum			Narrative – writing an additional chapter of a journey through the Amazon			Information text – Amazon rainforest	
<b>Spring</b>	<b>Hostage</b>		<b>The Lighthouse (Literacy Shed video)</b> <a href="#">The Lighthouse - THE LITERACY SHED</a>			<b>Volcanoes and Earthquakes</b>										
	Newspaper report (2.5 weeks)		Narrative – Atmosphere; written in the first person (2.5 weeks)			Narrative – earthquake at the school			Non-chronological report – volcanoes							
<b>Summer</b>	<b>Escape from the Blitz - Tony Bradman</b> <b>WWII</b>						<b>Charlotte’s Web - EB White</b>			<b>Living Things and their Habitats</b>			Transition week Writing activities			
	Narrative – writing a new section of the story			Poetry – Narrative	Explanation text – The Blitz, Blackouts and Rationing			Narrative – rewriting a chapter			Information text – Animals and habitats					Persuasive letter – no building on Barham Park

### Year 5 - Yearly Overview

Narrative 
 Poetry 
 Non-fiction

## Writing Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
<b>Autumn</b>	<b>The Lost Happy Endings – Carol Ann Duffy</b>		<b>Defenders Killing Ground – Tom Palmer</b>			<b>Space</b>			<b>The Boy at the Back of the Classroom – Onjali Q Rauf</b>			<b>Rivers – Simon Chapman</b>				
	Back to basics. Write own happy ending for story on the night sky		Narrative - flashback			Non-chronological report – The Solar System		Poetry - MORERAPS	Narrative – 1 <sup>st</sup> person in role of Ahmet describing first day at school			Explanation text - Rivers		Persuasive Letter – Save our rivers!		
<b>Spring</b>	<b>Ruin (Literacy Shed video)</b> <a href="#">Ruin - THE LITERACY SHED</a>					<b>Holes – Louis Sachar</b>										
	Diary entry – exploring the opening/discovery (2.5 weeks)		Narrative – tension/suspense - show don't tell chase scene (2.5 weeks)			Letter – informal letter to Mom arriving at Camp Green Lake		Newspaper report – why he went to Camp Green Lake								
<b>Summer</b>	<b>Harry Potter and the Philosopher's Stone – JK Rowling</b>								<b>Who Let the Gods Out? - Maz Evans</b>						Transition week Writing activities	
	Instructions – writing potions			Narrative – Atmospheric writing: Troll incident from POV of Ron or Hermione			Poetry – Free verse.	Narrative – setting, character and dialogue based on Prisoner 42, Elliot and Virgo as tumble into the prison under the stone			Narrative – Quest with a mythical creature					

Narrative

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## Writing Long Term Plan

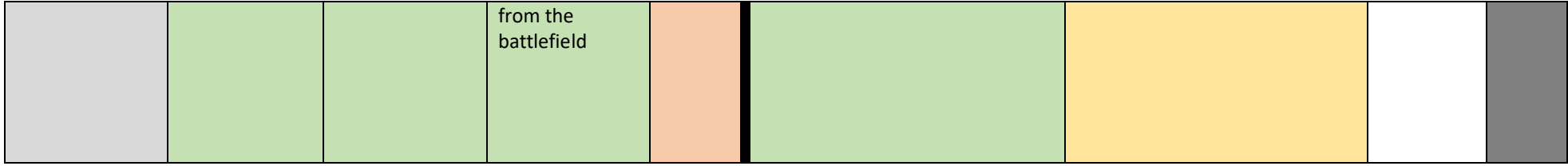
### Year 6 - Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<b>Autumn</b>	<b>The Lost Happy Endings – Carol Ann Duffy</b>		<b>Journey to Jo’Burg - Beverley Naidoo</b>			<b>William Wilberforce</b>			<b>Remembrance Day</b>	<b>Wonder – RJ Palacio</b>		<b>North America</b>			
	Back to basics. Write own happy ending for the story.		Narrative – new section of the story			Biography – William Wilberforce			Poetry – Blackout poetry	Narrative – 1 <sup>st</sup> person with dialogue – feeling of doom/dread entering school			Non-chronological report – North America		
<b>Spring</b>	<b>Street Child – Bertie Doherty</b>					<b>Alma (Literacy Shed video)</b> <a href="#">Alma - THE LITERACY SHED</a>									
	Diary entry (2.5 weeks)		Persuasive letter (2.5 weeks)			Narrative – atmosphere/suspense			Newspaper report						
<b>Summer</b>	<b>The Giant’s Necklace – Michael Morpurgo</b>		<b>The Piano (Literacy Shed video)</b> <a href="#">Piano - THE LITERACY SHED</a>					<b>Kensuke’s Kingdom – Michael Morpurgo</b>					Transition week Writing activities		
	Narrative		Narrative – Flashback		Hybrid instructional text Diary entry – writing home		Poetry – Blank verse imagery		Narrative – setting description about falling into the sea		Explanation text – how to survive on a desert island				

**Narrative** 
**Poetry** 
**Non-fiction**



# Writing Long Term Plan



Narrative 

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# Writing Long Term Plan

