

# Writing Long Term Plan

## 1. 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> <li>Fine 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>						
<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>					Transition week		Writing activities		
	<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> </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> </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> </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>						

Narrative

Poetry

Non-fiction

## Writing Long Term Plan

	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Mark making, pencil control and basic labels</li> </ul>	<ul style="list-style-type: none"> <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>			
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### 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
Autumn	The Lipstick – Maria Karipdou I am Calm – Roger Priddy								Wow! Said the Owl – Tim Hopgood A Stroll through the Seasons – Kay Barnham						

Narrative



Poetry



Non-fiction



## Writing Long Term Plan

	<p><u>Writing focus</u></p> <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>	<p><u>Specific activities</u></p> <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>	<p><u>Writing focus</u></p> <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>	<p><u>Specific activities</u></p> <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>	
Spring	<p><b>Poles Apart – Jeanne Willis</b> <b>My First Arctic Encyclopaedia – Simon Holland</b></p>		<p><b>The Treasure of Pirate Frank – Elspeth Graham</b> <b>The Big Picture Atlas – Emily Bone</b></p>		
	<p><u>Writing focus</u></p> <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> <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><u>Specific activities</u></p> <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 independent captions</li> <li>Labelling landscapes, snowy etc</li> <li>Signified story maps</li> </ul>	<p><u>Writing focus</u></p> <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> <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>	<p><u>Specific activities</u></p> <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> <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>		<p>Transition week Writing activities</p>
	<p><u>Writing focus</u></p>	<p><u>Specific activities</u></p> <ul style="list-style-type: none"> <li>Letter writing- LW scheme</li> </ul>	<p><u>Writing focus</u></p> <ul style="list-style-type: none"> <li>Spelling of tricky words</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> </ul>	

Narrative

Poetry

Non-fiction

## Writing Long Term Plan

	<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>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	
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### 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
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Narrative

Poetry

Non-fiction

## Writing Long Term Plan

<b>Autumn</b>	Into the forest – Anthony Browne	All about me – Our class is a family & A family is a family	Hansel and Gretel – Wilhelm Grimm	Room on the Broom – Julia Donaldson	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	
	Back to basics	Focus on characters and setting, following Year 1 sequence of writing						Narrative	Non-chronological report - owls	Poetry – shape	Narrative		
<b>Spring</b>	The Queen’s Knickers – Nicohlas Allen The King’s Pants – Nicohlas Allen			DT link	Little Shoemaker <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		Narrative	Performance poetry	Narrative - Katie	Information text - London				
<b>Summer</b>	Leaf – Sandra Dieckmann					Handa’s Surprise – Eileen Browne		Handa’s Hen – Eileen Browne			Transition week		
	Poetry - acrostic	Narrative – Fantasy Story		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>Into the forest – Anthony Browne</b>		<b>The Lighthouse Keeper’s Lunch – Ronda and David Armitage</b>			<b>Zog - Julia Donaldson</b>		<b>The Little Red and Very Hungry Lion – Alex T Davies</b>		<b>The Owl who was Afraid of the Dark – Jill Tomlinson</b>					
	Back to basics		Instructions to make a lunch		Setting description – buying a new house		Narrative – sequel to the story		Narrative – own version		Narrative		Recount – owl visit		Poetry – rhyming
Spring	<b>Toby and the Great Fire of London – Margaret Nash</b>		<b>The Great Fire of London – Emma Adams</b>		<b>The Baker’s Boy and the Great Fire of London – Tom Bradman</b>		<b>Meerkat Mail – Emily Gravett</b>								
	Diary		Information Text		Narrative										Narrative – Adventure Story
Summer	<b>Bob Man on the Moon – Simon Bartram</b>		<b>Taking Flight (Literacy Shed)</b> <a href="#">TakingFlight - THE LITERACY SHED</a>			<b>Yorkshire Wildlife Park visit</b>		<b>Lila and the Secret of Rain – David Conway and Jude Daly</b>				<b>Transiti on week</b>			
	Narrative – Writing a new ending		Narrative		Poetry - diamante s		Recount		Narrative		Letter - for new class teacher		<b>Writing activitie s</b>		

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	
Autumn	Into the forest – Anthony Browne		Flat Stanley The Great Egyptian Grave Robbery – Jeff Brown		Hands on History museum visit – Ancient Egypt workshop				Chaperon Rouge <a href="#">Chaperon Rouge - THE LITERACY SHED</a>		The Mousehole Cat – Antonia Barber					
	Back to basics		Narrative – section		Recount		Instructions - mummification		Narrative setting description		Letter		Narrative – from a different perspective		Poetry – imagery	
Spring	Time Hunters Stone Age Rampage – Chris Blake Stone Age Boy – Satoshi Kitamura Ug – Raymond Briggs						Pattan’s Pumpkins – Chitra Soundar				Plants - science					
	Narrative – character’s feelings using show don’t tell			Narrative – use of dialogue between 3 main characters			Perform ance poetry	Narrative			Information text - plants					
Summer	The Last Try – Tom Palmer					Krindlekrax – Phillip Ridley					Transiti on week					
	Biography – Clive Sullivan		Narrative – alternative ending			Poetry - Haikus	Newspaper report		Narrative – including dialogue							Writing activitie s

Narrative 
 Poetry 
 Non-fiction

# Writing Long Term Plan

## Year 4 - 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
Autumn	Into the forest – Anthony Browne		The Roman Mysteries – Caroline Lawrence Escape from Pompeii – Christina Balit					Fintan Fedora The World’s Worst Explorer – Clive Goddard					Girl and Robot <a href="#">GirlandRobot - THE LITERACY SHED</a>		
	Back to basics		Narrative – in a different setting (Pompeii)		Poetry - kennings	Biography - Boudicca		Narrative – writing an additional chapter of a journey through the Amazon		Information text – Lazio		Diary – 1 <sup>st</sup> person			
Spring	Hostage		<a href="#">The Lighthouse - THE LITERACY SHED</a>			Volcanoes & earthquakes									
	Newspaper report		Narrative – atmosphere (1 <sup>st</sup> person)		Narrative – earthquake at the school		Non-chronological report - volcanoes		Perform ance poetry						
Summer	Escape from the Blitz - Tony Bradman WWII				Charlotte’s Web – EB White					Transiti on week					
	Narrative – writing a new section of the story		Explanation text – The Blitz, Blackouts and Rationing		Narrative – rewriting a chapter		Persuasive letter – from Fern to her Uncle		Poetry – narrative		Writing activitie s				

Narrative 
 Poetry 
 Non-fiction



# Writing Long Term Plan

## Year 5 – 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	
Autumn	Into the forest – Anthony Browne		Defenders Killing Ground – Tom Palmer			Space			The Boy at the Back of the Classroom – Onjali Q Rauf			Rivers – Simon Chapman				
	Back to basics		Narrative - flashback			Non-chronological report – The Solar System		Poetry - MORERA PS	Narrative – 1 <sup>st</sup> person in role of Ahmet describing first day at school			Explanation text - Rivers		Persuasive Letter – Save our rivers!		
Spring	Ruin <a href="#">Ruin - THE LITERACY SHED</a>					Holes – Louis Sachar										
	Diary entry – exploring the opening/discovery		Narrative – tension/suspense - show don't tell chase scene			Performance poetry	Letter – informal letter to Mom arriving at Camp Green Lake		Newspaper report – why he went to Camp Green Lake							
Summer	Harry Potter and the Philosopher's Stone – JK Rowling					Who Let the Gods Out? - Maz Evans					Transiti on week					

Narrative

Poetry

Non-fiction

## Writing Long Term Plan

	Instructions – writing potions	Narrative – Atmospheric writing: Troll incident from POV of Ron or Hermione	Narrative – setting, character and dialogue based on Prisoner 42, Elliot and Virgo as tumble into the prison under the stone	Poetry – Free verse.	Narrative – dialogue	Writing activities	
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### 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
Autumn	Into the forest – Anthony Browne		Journey to Jo’Burg - Beverley Naidoo					Remembrance Day	Wonder – RJ Palacio			North America			
	Back to basics		Narrative – new section of the story			Biography – William Wilberforce			Poetry - Blackout	Narrative – 1 <sup>st</sup> person with dialogue – feeling of doom/dread entering school			Non-chronological report – North America		
Spring	Street Child – Bertie Doherty					Alma <a href="#">Alma - THE LITERACY SHED</a>									
	Diary entry		Persuasive letter		Narrative		Narrative – atmosphere/suspense			Newspaper report		Poetry – blank verse			

Narrative 
     
 Poetry 
     
 Non-fiction

## Writing Long Term Plan

<b>Summer</b>	<b>The Giant's Necklace – Michael Morpurgo</b>	<b>The Piano</b> <a href="#"><u>Piano - THE LITERACY SHED</u></a>	<b>Kensuke's Kingdom – Michael Morpurgo</b>			Transitio n week	
	Narrative	Narrative – Flashback	Narrative – setting description about falling into the sea	Hybrid instructional text	Perform ance poetry	Writing activities	

Narrative

Poetry

Non-fiction

# Writing Long Term Plan

