Newall Green Primary School
Aiming High To Reach Our Goals
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Cherry Tree Trust

Writing Policy

Document Control	
Title	Writing Policy
Date	February 25
Supersedes	Planned Writing Opportunities Progression in Writing Handwriting Policy
Related Policies/Guidance	Reading Policy Oracy Policy SEND Policy
Review	January 26 (or sooner if changes in curriculum)

Approved by:	Governors	**Date: 11.02.25**
Last reviewed on:	February 2025	
Next review due by:	February 2026	

Newall Green Primary School Writing Curriculum

Intent:

The intent of this policy is to outline the school's approach to promoting and developing writing skills among students at Newall Green Primary School. It is our expectation that every child will leave our school with the skills of a proficient writer who is able to express their thoughts and ideas confidently and creatively through the use of the written word. Throughout their time at Newall Green Primary School, children develop these skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process.

Many children within Newall Green Primary School start school with lower than average Language skills. We know that a number of factors contribute to the development of writing skills including the child's own speaking skills, vocabulary knowledge, grammar knowledge, understanding of sentence structure and their fine motor skills. Our aim is to support all learners and create writers who:

- have the ability to write with fluency and develop an author's voice
- can write for a particular purpose and intended audience
- can understand how language works by looking at its patterns, structures and origins
- can think about the impact they want their writing to have on the reader and knows how they will achieve this
- have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description
- can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures
- display excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat.
- re-reads, edits and improves their writing so every piece of writing they produce is their very best and even better than the last.
- can write with fluent and legible joined handwriting.

Implementation

The focus in our literacy teaching at Newall Green Primary School, is to provide high quality literacy lessons which promote outstanding progress and the children's love for learning.

The daily writing lessons aim to develop writing skills so that teachers can identify areas for skills development and adjust their teaching appropriately. We bring composition, fluency, handwriting, spelling, punctuation and grammar together to develop children's writing skills.

The core concepts for Writing:

Core Concepts in Writing		
Composition Composition is the way the writer assembles words and sentences to create coherent and meaningful work. It drives the writing process which signals writers to the conscious and considered creation of texts. It consists of planning and rehearsing, drafting or composing, editing and improving and publishing or performing. Research suggests that cumulatively rereading work to establish the flow and direction and drilling down to the smallest parts of composition allows for a sharp attention of details. Teacher demonstration of each stage of this process is crucial to children becoming fluent writers.	**Fluency** Fluency in writing gives the individual the skills and power to manipulate grammar and vocabulary choices, sentence structures and organisational features with the reader in mind. The internalised 'sense of a reader' supports a pupil to make appropriate and powerful choices and an ability to continually assess the impact of their work in relation to the audience and purpose. The children are taught a variety of techniques to aid fluency including the use of senses, imaginative and detailed description, varying sentence structure, ambitious vocabulary, adverbials and many more. An experienced writer will transform their writing using a range of these techniques in a variety of contexts	**Handwriting** Effective writing skills are dependent on developing handwriting skills in order to facilitate the higher order skills of content and creativity. Pupils who have not mastered this essential skill are unable to fulfil their potential in tasks that require handwriting and as a consequence they become frustrated and disenchanted or just quietly underachieve. By effectively teaching handwriting we produce enthusiastic and efficient hand writers who can convey ideas, thoughts and feelings on to paper and thus fulfil their potential as communicators.
Spelling Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Learning to spell helps to cement the connection between the letters and their sounds and learning high frequency "sight words" to mastery level improves both reading and writing. The correlation between spelling and reading comprehension is high because both depend on a common denominator: proficiency with language. The more deeply and thoroughly a student knows a word, the more likely they are to recognise it, spell it, define it, and use it appropriately in speech and writing.	**Punctuation** Punctuation is both an authorial and secretarial element of writing. It consists of the use of standard symbols, spaces, capitalisation and indentation to help the reader understand written text. It provides the conventional framework for sentence structure. Ambiguous, unpunctuated sentences can change the meaning and confuse the reader. Effective teaching of punctuation enables writers to organise a text, generate coherent sentences and make grammar and vocabulary choices. A deeper understanding can then be established when children use punctuation accurately alongside syntax variation; they can then manipulate sentences to create flare and fluency.	**Grammar** Grammar is powerful; it is grammar that gives sense to language. It enables young writers to explore the infinite choices available to them in shaping creative stories and building critical, effective texts.

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

Subject Delivery

Structure of a Literacy Lesson

Writing is taught daily for an hour per day in KS1 and KS2 which also includes grammar, handwriting and spelling. Grammar is incorporated into the writing lessons. Handwriting and spelling are taught discretely. Spelling practice is also an expectation of home learning.

Structure of a Literacy Lesson

Not every Literacy lesson will follow the same structure and this would depend on the outcomes for that lesson. Below is an example of the structure of a Literacy lesson where there is a writing outcome expected.

Starter	Main teaching	Guided Writing	Independent Writing	Feedback and Reflection
Opportunity for pupils to act upon feedback from previous lesson. Starter should usually be no more than 10 minutes. Usually, this will be the Flashback Four (see below) but, where appropriate, this may be editing their previous work or a specific misconception based upon the whole class feedback sheet from the previous lesson.	Teacher introduces the topic of the lesson and teaches the necessary content to support the outcome. AFL, through techniques such as questioning, talk partners and mini whiteboards, used throughout the main teaching to gauge understanding, celebrate successes and target teaching and support. Teacher uses modelled writing to demonstrate the writing process while thinking aloud. This provides pupils with a clear framework and guides them in how to plan and structure their writing although this should not be copied by the children.	At this stage, teacher supports targeted children and will 'guide' the group through the part of the writing process that everyone else is focused upon. The focus should be tailored to the specific writing targets or needs for that group. Teacher should act as an aid, reminding pupils of their targets, but the children should be doing most of the thinking and writing. It is a scaffolded bridge from dependence towards independence.	Some pupils will move straight to independent writing. At this point, pupils are now given the opportunity to work independently to achieve the outcomes for that lesson. They should be encouraged to refer back to their writing targets, the lesson outcomes and resources such as the working wall, checklists, word banks or planning frames to support them at this stage.	This should not just happen at the end of a lesson but where appropriate throughout the Literacy lesson. Opportunity for pupils to share their work with a partner or class boosts their confidence, celebrates success and encourages collaborative learning. Teacher provides constructive feedback to help pupils reflect and understand what they have done well and what could be improved.

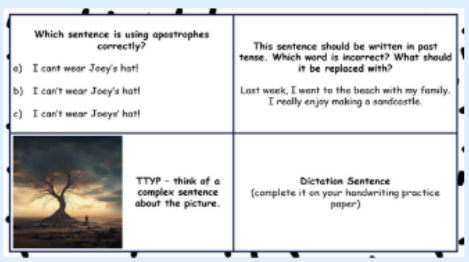
Flashback Four

Should be adapted to suit your class and based upon your assessment of writing.

- Two quick fire SPAG questions to be answered on a whiteboard.
- An oral sentence based on an image.
- A dictation sentence to practice handwriting (either in Literacy books or on handwriting sheets)

KS1 example

Ks2 example



Writing process:

Writing is centred on a high quality text that captures the children's interest from the outset. Children within Newall Green Primary School are taught to plan, draft, revise, edit, evaluate and publish their writing. Each of the elements is important in the production of a finished piece of writing. Effective teaching will often focus on particular aspects of this process, e.g. planning a story, an explanation, an argument, or revising a draft to change or improve it. At regular intervals, all children should have experience of developing a piece of writing through the whole process.

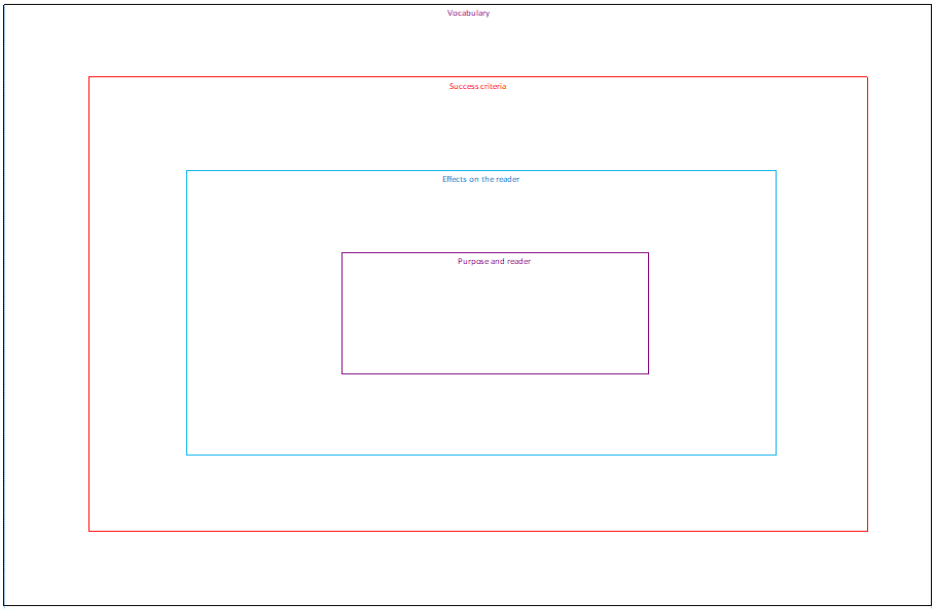
Planning will follow a three-phase cycle. Phase one will introduce the text to the children through a hook and they will generate ideas. Phase two will consist of SPaG lessons related to the end product, planning and drafting work. In phase three, children edit and uplevel their work, before finally publishing in phase four to celebrate their work.

Three phase Cycle

Children within Newall Green Primary School are taught to plan, draft, revise, edit, evaluate and publish their writing. Each of the elements is important in the production of a finished piece of writing. Effective teaching will often focus on particular aspects of this process, e.g. planning a story, an explanation, an argument, or revising a draft to change or improve it. At regular intervals, all children should have experience of developing a piece of writing through the whole process.

Planning will follow a three-phase cycle. Phase one will introduce the text to the children through a hook. They will analyse the key features of the genre and what makes it a successful piece of writing. Phase two will consist of SPaG lessons related to the end product and planning. In phase three, children will write their own piece after opportunities of modelled, shared and guided writing. Through every writing opportunity, children are expected to review and edit their work as part of an ongoing process. This may be supported by an adult to help improve their piece (year group dependent).

Phase 1 Introduction to the text	Phase 2 Planning and drafting	Phase 3 Polishing and editing
Start each unit with a hook to engage and inspire the children. Teacher written WAGOLL (what a good one looks like) used to identify the features using the box success criteria. These features are identified on the unit cover sheet which is referred to throughout the unit. Use talk for writing opportunities to let the children explore the text and characters. Planned writing opportunities through identifying the steps necessary to get to the end point. Children are immersed in the text through a variety of techniques e.g. drama work (role play, role on the wall, conscience alley), research and class discussions	These lessons are the building blocks to the final piece. Using the end point, the necessary steps are planned to support children to develop the knowledge, skills and understanding to write independently. Using the Sue Palmer planning templates, children plan their writing, using the box success criteria and WAGOLL to support. Teacher modelling is vital and teachers talk through the writing process modelling their conscious choices as writers. Teachers use combination of shared writing, demonstrations joint composition and guided writing to support pupils to draft their writing, working towards their end point. SPAG is fed through each of the writing opportunities, using the text features and yearly overview.	Teachers will have read each piece of writing and completed a whole class feedback sheet in order to provide whole class and individual feedback. Good examples are used as further WAGOLLS and celebrate children's work. Editing process is modelled through editing stations and teachers use marking to identify specific areas for development. Move towards children editing their writing independently. Children will have the opportunity, each half term, to publish their writing and share this with a wider audience such as their class, year group or members of SLT.



Start in the center of the Box Success Criteria, as a class, write the purpose of your final piece and who the reader will be.

On the next level, children need to identify what effects the text needs to have on the reader.

In the success criteria section, children will put the features specific to the genre they are writing. They will then highlight these in a WAGOLL written by the teacher.

The last level is vocabulary. Children must find subject related vocabulary or key words which are specific to each year group and text.

We use shared writing as it is a powerful teaching strategy and the principal means of teaching. We plan that shared writing is continued into purposeful writing tasks through which children apply their new learning. We do this because it allows teachers to:

- work with the whole class, to model, explore and discuss the choices writers make at the point of writing (rather than by correction), demonstrating and sharing the compositional process directly
- make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects, and using written texts as models for writing e.g. through imitation and innovation in the early stages to understanding and using underlying structures and principles towards the end of Key Stage 2;
- scaffold some aspects of writing, e.g. the spelling and transcribing, to enable children to concentrate on how to compose their writing, e.g. through the choice of words or phrases and ways of constructing sentences to achieve particular purposes or effects;
- focus on particular aspects of the writing process: planning, composing, revising, editing and redrafting;
- introduce children to appropriate concepts and technical language as a means of discussing what writers do and internalising principles to apply in their own work; Introduction and rationale.
- provide an essential step towards independent writing by helping children to understand and apply specific skills and strategies.

When we plan for shared writing we make sure that we;

- agree how the audience and purpose of the writing task will determine the structure, grammatical features and content;
- use the specific objectives from the text, sentence or word level work;
- rehearse sentences before writing them down. (In this way pupils are more likely to learn how to compose in sentences. This habit can also help pupils to 'get it right' first time as sentences are orally revised before being committed to the page.);
- encourage the automatic use of basic punctuation;
- constantly and cumulatively reread to gain a flow from one sentence into another – as well as checking for possible improvements or errors;
- discuss and explain why one decision might be preferable to another;
- pause during the writing to focus discussion upon the specific objective but, otherwise, move the rest of the composition on quickly so that pupils' attention is not lost;
- take suggestions from pupils who will make effective contributions, but also ask pupils who may struggle, in order to check misconceptions and provide further opportunities for explanation. These pupils should be specifically checked up on when they are using dry-wipe boards to assure the quality of their writing. Where a small group remains uncertain they may be targeted as a guided group;
- make the occasional deliberate error to hold pupils' attention and focus on common errors or an error related to the specific objective being taught.
- clearly focused upon one or two specific teaching objectives at sentence and text level;

We use guided writing to: support children in planning and drafting their own work; to revise and edit work in progress; to provide differentiated support for particular groups.

It should take place in every classroom and the teacher should work with a different group each lesson. The teacher will 'Guide' the group through the part of the writing process that everyone else is focused upon. For example, if the class are working on the 'opening' to a story, then the guided session will also focus on guiding the group through writing their openings.

Teacher supports children to compose their ideas and teacher models a section of writing. The teacher helps children remind themselves of targets, progress points and writing processes. The main point about guided work is that the children should be doing most of the thinking and writing. It is a scaffolded bridge from dependence towards independence.

Independent writing

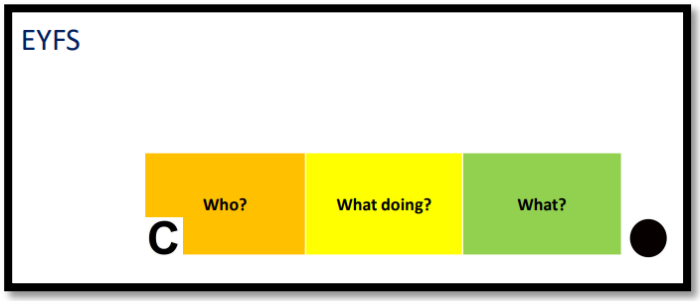
Independent writing is planned for so that it is focused and challenging. Careful planning allows a flow from whole class work in shared writing and be scaffolded at different levels according to children's needs. Teaching Assistants may be used to reinforce the skills needed to complete the task but the aim is for the child to be as independent as possible.

Teacher's divide their time between guided group work and general supervision of work by others. The more focused and structured nature of this kind of writing gives children more control and success in writing and enables the teacher to monitor and support more effectively. The plenary session at the end of the lesson is an opportunity to

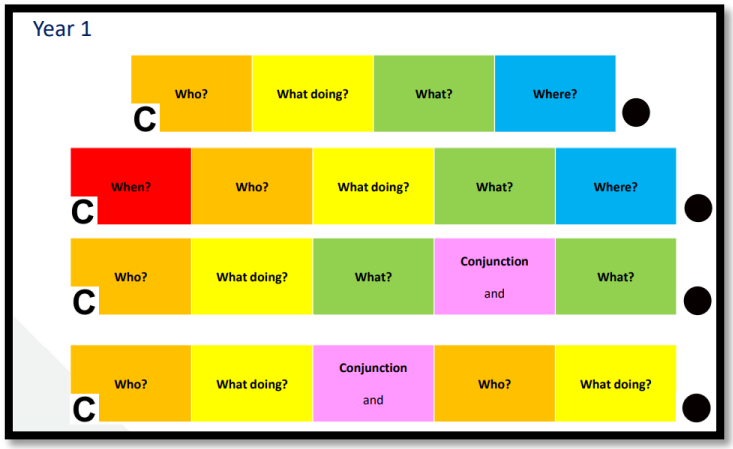
Colourful Semantics

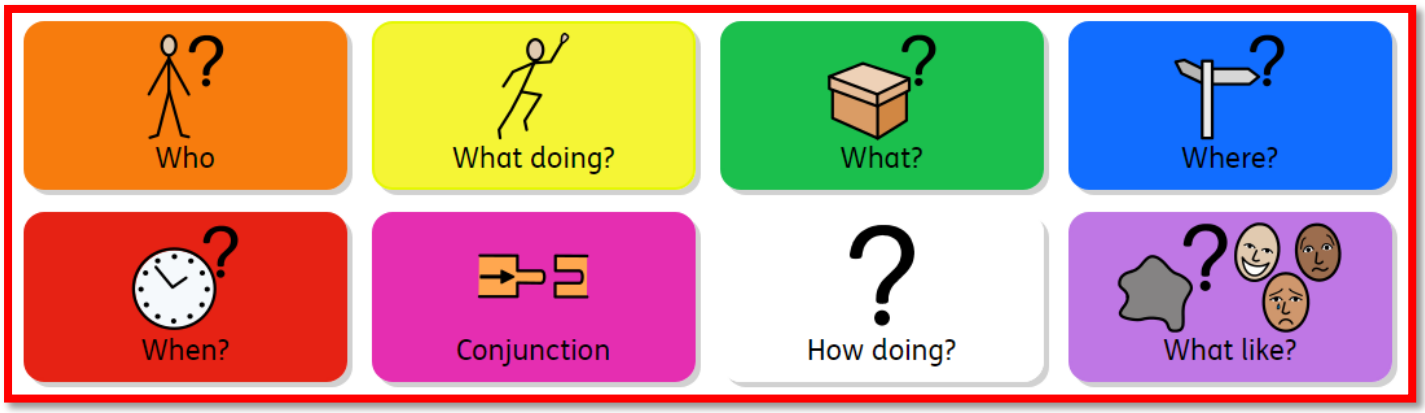
Colourful semantics uses colour-coding to help a young person learn the important elements of a sentence and how to join them in the correct order. Colourful Semantics is a system for colour coding sentences according to the role of different words. It can help children to break down sentences and understand the individual meaning of each word and its role in the sentence. It can help children to better understand word order. Children can use colourful semantics to build up meaningful, well-structured sentences.
Children are introduced to colourful semantics during the nursery year and this continues through the rest of school. It aims to develop and consolidate the understanding of 'wh-' questions, e.g. 'who?', 'what?', 'where?'. Colourful semantics uses specific colours and shapes that must be followed:

- who? = orange
- doing what? = yellow
- what? = green
- where? = blue
- when? = brown
- to whom? = pink
- what like? = cloud shape
- whose? = star shape



Below are the suggested overviews for each year group. To be used as a guide as this is not a definitive list.





Colour Blindness

To support pupils with colour blindness, the use of secondary indicators such as the words and visual symbol for each colour is used alongside the individual adaptations made based on the needs of each individual.

Marking

Effective marking is key to supporting children to develop their writing skills. It should go beyond correcting mistakes and instead provide meaningful feedback that guides their progress. Feedback should be positive and constructive in order to take them forward in their learning and should refer specifically to the learning objective; class targets and the child's individual targets. Staff will be expected to adhere to the following guidelines to ensure that marking is a positive tool for improving children's performance.

Marking should be specific and targeted. Instead of simply noting errors, we should highlight what the student has done well alongside areas for improvement. For instance, if a child has used vivid vocabulary or created a strong opening, acknowledging these strengths can boost their confidence and motivate them. Alongside this, constructive suggestions for improvement—like varying sentence structure or developing ideas further—help them understand how to refine their writing.

In literacy, the whole class feedback sheet is used to inform teaching. For the marking to be meaningful, it is vital that pupils are given the opportunity to respond to and act upon their feedback. Specific Literacy marking requirements are listed below – please see the marking policy for more detail.

- Feedback should be specific and targeted with next steps focused on their individual writing targets as well as the purpose of the writing.
- Children should be given time and directed to act on their feedback, either at the start of the literacy lesson or at another time where appropriate and should be regularly be set next steps which they need to use in future work.
- Presentation of work should be checked and teachers should comment on poor presentation and ensure children improve this next time (NOTE: this is not to be confused with pupils who have poor handwriting/motor skills).
- If presentation of work is poor and it is clear that you know a child has not applied maximum effort, then it is appropriate to ask the child to redo part or all of the work.
- Self or peer marking is encouraged and children should be given opportunities to annotate their own work and that of their peers. Where self or peer assessment takes place children should have sensitive comments modelled and be given guidance as to the content of their marking
- Marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time – this will vary according to age and ability.
- Marking codes (see below) should be used in each key stage.
- Marking hot and cold writes – Pink and green highlighters are used to mark hot and cold writes. Green identifies something a child has done well and pink identifies an area of development.
- Hot writes should be marked, with pink and green, at each stage and before editing so that pupils have the opportunity to act upon their feedback.

EYFS Literacy marking code	
✓	Something you have done well
⌐	Target or next step
S	Support from an adult (explain what support was given)
I	Child worked independently
word underlined and correct word written above	Word is misspelt (do this if it is unclear what the word is)
ST	Marked by student teacher
Supply	Marked by supply teacher
TA	Marked by teaching assistant

KS1 & KS2 Literacy marking code	
or	Something you have done well
or	Target or next step
sp	Check the underlined words using a dictionary
	Misspelt word underlined
	Sentence or word doesn't make sense or missing word in sentence.
CL	Capital letter
P	Punctuation
GW	Guided write with a teacher
S	Support given by an adult (explain what support given)
I	Work completed independently
VF	Verbal feedback
ST	Lesson taught by a student teacher
Supply	Lesson taught by a supply teacher
TA lesson	Lesson taught by a teaching assistant
Use your 'purple polish' or 'redit' pen to edit and improve your work	

KS1 marking symbols	
	Left to right orientation
abc	Letter formation
	Pencil grip
	Finger spaces
	Listen for sounds
	Full stops
Aa	Capital letters
b d f j	Ascenders and descenders
	Conjunctions
	Time conjunctions
join	Joining
. ! ? ,	Punctuation
	Write on the line
WOW	Wow words/adjectives

Whole class feedback sheet (example)

Date: 11.9.23 Focus: Writing a story ending

Work to praise and share	Focus group	Spellings	Areas for development
• AK – imagination and creation of atmosphere • NB – Punctuation and use of fronted adverbials and speech	• Handwriting (KT, HF, FS, FS, FB, LR, TW) • Basic sentence work (FSm, AH)	• Climbed • Something • Which • Stepped	• Handwriting • Formation of specific letters (j and q) • Use of capital letters (random capitals mid sentence) • Identifying where a sentence ends • Varying sentence openers • Varying sentence length for effect • Using a dictionary to check spellings
Things we did really well	**Grammar**	**Punctuation**	**Incomplete**
• Most children attempting to use fronted adverbials (forgetting commas) • Most children attempting to punctuate direct speech (forgetting punctuation at end/start)	• Some children still struggling to understand where a sentence should end	• Basic punctuation at the end of sentences (e.g. question marks for questions) • Apostrophes for contractions • Commas for expanded noun phrases • Commas for fronted adverbials	• KT - absent

The whole class feedback sheet should be completed when marking any writing.

This will then focus the quality first and targeted teaching for the next lesson. It provides teachers with the key concepts, successes and misconceptions that need to be addressed and informs planning.

Grammar and Punctuation

We believe that children need to be in control of their grammar choices to improve the precision and the impact of their writing. Technical control of grammar means that pupils can show readers that they have good understanding of the English language and that they are able to manipulate it for their own desired outcomes. Grammar objectives are weaved throughout each writing unit using the overview for that year group to ensure that grammar knowledge is taught and revisited. A grammar overview is used to ensure consistency and progression through school.

Spelling

A multi-strategy approach to spellings based on excellent knowledge of specific spelling rules is the approach we've taken to spelling. This includes activities that focus on phonological understanding, approaches to secure the long term memory of these spellings (mnemonics) and activities that check their understanding of meaning.

EdShed

Colourful Semantics

Handwriting

Handwriting is of fundamental importance to educating our pupils because pupils who do not learn to read and write fluently and confidently are, in every sense, disenfranchised.

Handwriting is a physical activity that involves movement and recognition skills that need to be learnt and become part of the automatic cognitive skill set of the pupil. Handwriting is taught either to the whole class or to a group/individual dependent upon the individual learners need. Handwriting is an integral part of good presentation skills and for this reason our pupils are challenged by the teacher to produce a good, well presented end product. Please see handwriting policy.

Foundation Stage

Children are taught a variety of strategies to develop gross motor control prior to formal handwriting. They then move on to developing letter shapes using gross motor movements with the accompanying vocabulary of movement. Children are taught good gross and fine motor control, recognition of pattern, language to talk about shape and movements and the main handwriting movements involved in the three basic letter shapes. Children are introduced to patterns which build on the three basic letter shapes (l, c and r). They make patterns using a variety of media and activities. Dexterity is developed through these activities. A variety of activities are available for the children to encourage practising writing through play with a variety of writing tools and surfaces. Children are introduced to paper and then lined paper for writing letters on. Handwriting will be taught formally when a child is ready using the Read Write Inc approach of picture mnemonics.

Read Write Inc Handwriting Stages

Handwriting is taught in stages linked to the Read Write Inc storybook levels. There are 3 stages from 1 to 3 and picture Mnemonics are used throughout the process. The letters are grouped for formation and then when the letters are formed correctly they are grouped for size and position.

See Appendix 2

Left-handed children

At least 10 percent of the population is left-handed – a slightly higher proportion are males. Writing from left to right is more difficult for left-handed children. All of the activities for developing letter formation are modelled specifically for left-handed children. Left handed children are placed so that they are next to each other or on a corner of a table to avoid knocking elbows with right-handed children. They are taught to slant their work appropriately and to hold the pencil with the correct grip. This avoids the danger of smudging their work.

Resources

Younger children may practise writing on a variety of lined paper as well as worksheets and the media/activities described above. HB pencils are used for writing. Younger children or those with difficulties with their grip will use learner pencils which are fatter and may be triangular. Some children will have grips attached to their pencils. Older children may use handwriting pens or ink pens and use the RWI handwriting paper for Years 1-4 or on Bubble Handwriting Sheets in Years 5 & 6 to practise their handwriting. All handwriting work is stored in a folder in the child's tray and is regularly monitored by the teacher. Handwriting Hero certificates are awarded on a weekly basis to an individual from each class that has shown an improvement in their ability. There will be a minimum of 2 teacher-led handwriting sessions per week.

Developing speed and accuracy

As children progress through the school they are expected to produce longer pieces of writing across the curriculum and therefore need to improve speed and stamina. This is practised through a variety of activities including dictation and timed writing activities.

Using Pens

In key stage 2 when children are able to write neatly in fluent, legible and even-sized joined writing in the school handwriting style consistently over a period of time they are awarded a handwriting pen. The child writes on a certificate which they then take to a member of senior management to confirm they can be awarded a handwriting licence. They are also given a certificate.

Special Educational Needs

Children with SEN may have a provision for handwriting as part of their School or Class Action Plan. The SENCO may advise staff who work with individual or groups of children who have specific needs or difficulties with handwriting.

Interventions

Children who need extra practise with handwriting may be taught outside the classroom by a teaching assistant or other trained adult. This work will be targeted specifically to the child's needs using a variety of the activities outlined above. Some children may be given extra handwriting practise for homework and parents may be actively involved in helping or encouraging their children in this. In KS1 the clever fingers intervention builds up fine motor skills and hand muscles.

Literacy in EYFS

Literacy is one of the seven areas of learning and development in the EYFS Framework. Literacy is one of the specific areas which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm. The educational programme outlined below sets out what we teach in Literacy in EYFS.

Literacy educational programme (taken from EYFS Framework 2024)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of

familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

1) Planning including teaching sequence
2) Colourful Semantics
3) Drawing Club
4) Assessment of Literacy

1) Planning including teaching sequence

We use half-termly topics in both Reception and Nursery as a starting point to learn new things and fire children's imaginations. Our long-term plans show the topics we usually follow but they are flexible to ensure we also follow the children's interests, school themes or National events. Each half term the staff meet to plan the next topic and choose enhancements based on children's needs. The long-term plans also show how we teach Literacy and the other areas of learning and development. Teachers follow a Literacy medium-term plan which sets out what is taught each term. Teachers then plan in more detail on a weekly basis to plan individual lessons based on children's needs/gaps. All areas of the curriculum are also covered through continuous provision when children learn through play. For Phonics we follow Read, Write, Inc. in Reception and Phase 1 Letters and Sounds in Nursery (children will move onto Read, Write, Inc. in Nursery in the Summer term).

Teachers use the following sequence (developed from EY2P consultancy) to plan and teach their Literacy lessons:

Teaching sequence for Literacy lessons		
Phase 1 – Main focus: Shared Reading Speaking and listening e.g. reading text aloud, book talk, discuss characters' actions, discuss favourite characters, word/language circle games, vocabulary development. Word recognition e.g. concepts about print, following left to right & top to bottom, distinguishing between letters & words, phonics, phonological awareness, tricky words, grouping words in different ways. Understanding text e.g. predictions, spotting main characters, summarising, identifying beginning, middle & end, character profiles.	**Phase 2 – Main focus: Shared speaking & listening** Speaking and listening e.g. text retelling, using actions, imitate using actions/story map, innovate changing one of the characters, creating a story map, Drama & role play e.g. re-read story focusing on expression/actions, thought tapping – discuss a character's actions, hot seating, phone conversations, sound tracking.	**Phase 3 – Main focus: Shared writing**: Focus is on teacher modelling, scribing and supported composition e.g. forming letters correctly, breaking flow of speech into words, orally rehearsing sentences, orally segmenting and writing phonetically, sequencing sentences to tell a story, reading back writing to check it makes sense, handwriting Shared reading, speaking and listening will also be used.

Literacy is planned around quality texts to ensure children are engaged and have a purpose for their writing. We provide opportunities for children to capture their thinking and structure it for a range of purposes and audiences (composition). For example making invitations, writing a shopping list, character profiles, writing a postcard from a character. The teaching sequence demonstrates how we incorporate shared reading, shared speaking and listening and shared writing into lessons. Many lessons will include all three phases but some lessons will focus more on a specific phase depending on the needs of the children.

During **shared reading**, we show children that print carries meaning. In **shared writing** we listen to children talking and model how to write down the words they say as this helps them to see how sounds become words on paper. Children then each have one **guided writing** session per week where they will work on children's next steps in writing. The teacher will support children to compose their ideas and will then model writing. Each group of children may have a different focus depending on their next steps e.g. writing initial sounds with correct graphemes, spelling CVC words, develop oral rehearsal and writing a short sentence. Guided writing is a scaffolded bridge from dependence towards independence.

Structure of an Early Years Literacy lesson

Not every Literacy lesson will follow the same structure depending on the main outcome for the lesson. Lessons will also vary depending on the age of the children as children at the start of the nursery year will spend less time on the carpet then children at the end of Reception.

Whole class carpet input	Continuous Provision to include guided and independent writing groups	Feedback and reflection
The whole class/key group are generally taught by the teacher on the carpet for the main teaching input. This normally lasts approximately 15-20 minutes depending on the content of the lesson and the age of the children. The teacher will introduce the topic of the lesson and teach the necessary content to support the outcome. Shared reading, speaking and listening and writing will take place during the input but the main focus will depend on the outcome of the lesson. Modelled writing will be used to demonstrate the writing process while thinking aloud.	After the main teaching input, most of the children will then learn through play during continuous provision. Each classroom has a writing area and there are also various additional writing opportunities both indoors and outdoors. During the continuous provision session, the teacher will complete a guided writing session with a group of children. The focus should be tailored to the specific writing targets or needs for that group. When deemed appropriate, a group of children will also complete an independent writing task. This normally begins during the Spring term in Reception when the children are moving towards writing captions but some children may be ready for this earlier in the year. Before children are ready to write, guided groups may include large scale mark-making before moving onto using chunky crayons or pencils.	Feedback and reflection generally happens throughout the Literacy lesson but teachers will also do this at the end of a teaching session when appropriate. Teachers provide constructive feedback to help pupils reflect and understand what they have done well and what could be improved.

Drawing Club

Drawing Club is an approach designed by Greg Bottrill that immerses children into a world full of imagination. Reception teach drawing club as one of their Literacy lessons each week. Children observe as the teacher models drawing and then get the opportunity to complete their own drawings. It is through drawing club that we open up the magic world of tales and story to children whilst at the same time enriching their language skills, developing their fine motor skills. One of the most exciting parts of Drawing Club is adding secret symbols and passwords to our drawings. We always draw a secret symbol that can make anything happen! Sometimes we press them and aliens or unicorns become 3 times bigger, pencils turn into chocolate or hair turns multi-coloured! We then add a password to make the secret symbol work. This can be a mark, letter, digraph, a word or a sentence. As children make progress and become more confident with their phonics, their passwords develop and move towards phrases and sentences. Nursery their own version of drawing club called ‘story dough which uses the medium of playdough to tip children into landscape of nonsense, rhyme, language, delicious vocabulary, mark making, make-believe, mathematics and story.

Assessment of Literacy in EYFS

Early Learning Goals

The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals (ELGs). The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Instead, the ELGs should support practitioners to make a holistic, best-fit judgement about a child’s development at the end of the EYFS, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child’s individual level of development in relation to each of the ELGs. Recorded, written or photographic evidence is not required.

Literacy ELGs
ELG: Comprehension
Children at the expected level of development will:
• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
• Anticipate – where appropriate – key events in stories.
• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
ELG: Word Reading
Children at the expected level of development will:
• Say a sound for each letter in the alphabet and at least 10 digraphs.
• Read words consistent with their phonic knowledge by sound-blending.
• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
ELG: Writing

Children at the expected level of development will:
• Write 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.

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for writing in the tables on the following pages.

Through our very carefully planned and sequenced writing curriculum, pupils at Newall Green Primary School will make good progress from their own personal starting points. The impact on our children is that they have the knowledge and skills to be able to write successfully for a specific purpose and real audience.

By the end of Key Stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to maximise the effect on their readers. Most importantly, they will develop a love of writing and be well equipped for the rest of their education in Key Stage 3, 4 and beyond

Assessment

- Children will complete a Cold Write four times a year to inform the future planning for each class. They will be completed in first week of September and then at the end of each term. The same picture stimulus is used throughout school for each Cold Write. The writing needs to be read and marked using the whole class feedback sheet (Appendix 5). From this, class targets can be ascertained and displayed on working walls, to be referred to throughout the next unit. Teachers should use the initial Cold Write to identify handwriting needs for their class and where the starting point for each individual should be.
- Children's work is assessed on an ongoing basis.
- Each day, the children's literacy work is assessed either via teacher feedback (verbal or written), peer marking or self-marking.
- At the end of each unit, the children's work is hard marked using pink and green highlighters.
- Specific feedback is given based on the children's writing targets, in order to help them to improve.
- Formal assessment is undertaken on a half termly basis from Year 1 -6 (see Appendix 3 for Assessment grids)
- Each year group has a set of non-negotiables in which children are encouraged to use in their writing. (See Appendix 4)

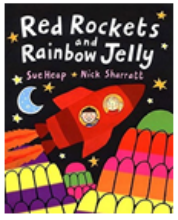
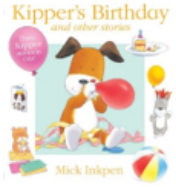
Writing Specific Impact Measures

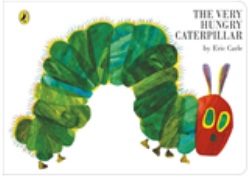
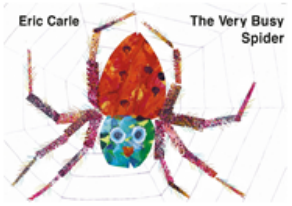
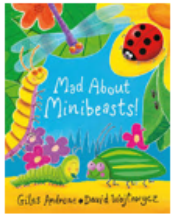
What are we measuring?
- Transcription – Spelling and Handwriting
- Composition – Grammar and Punctuation
- Fluency

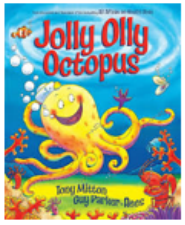
Progression Points against the Core Concepts

Core Concepts	Progression Point 1 Year 1	Progression Point 1 Year 2	Progression Point 3 LKS2	Progression Point 4 UKS2
Spelling	• Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). • At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. • Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.	• Pupils move towards more word-specific knowledge of spelling, including homophones. • Children should be taught that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. • Spelling should be phonically plausible, even if not always correct. • Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. • Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. • They should draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.	• Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. • Pupils also need to understand the role of morphology and etymology. spell further homophones • spell words that are often misspelt • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Handwriting	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these	• Children should be able to form individual letters correctly, establishing good handwriting habits from the beginning. • Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. • Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • Pupils should be using joined handwriting throughout their independent writing. • Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.	• Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. • They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. • They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.
Grammar	• Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the appropriate vocabulary when their writing is discussed. • Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the glossary.	• The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.	• Grammar should be taught explicitly: pupils should be taught the terminology and concepts for Y3&4 and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. • At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.	• Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Punctuation	• Demarcate sentence boundaries. • Pupils should recognise the sentence type and which punctuation mark is necessary. • Leave appropriately sized spaces between words and correlate the number of words in the sentence to spoken. • Use basic punctuation accurately: ○ capital letters ○ full stops ○ exclamation marks ○ question marks	• Use familiar and new punctuation mostly correctly. • Identify and use apostrophes for contracted forms and the possessive (singular) • Identify the purpose of commas in the following circumstances and use them accurately: ○ in a list ○ in between adjectives ○ before a conjunction when it joins two independent clauses	• Write down ideas with a reasonable degree of accuracy and with good sentence punctuation. • Pupils will be taught about the differences between Standard and non-Standard English and how to apply the use of punctuation to exemplify that in writing. • Indicate features in writing by: ○ using commas after fronted adverbials ○ indicating possession by using the possessive apostrophe with plural nouns ○ using and punctuating direct speech	• Use the familiar punctuation in a variety of ways to evoke meaning or responses from the reader. • Indicate features in writing by: ○ using commas to clarify meaning or avoid ambiguity in writing ○ use hyphens to clarify meaning and avoid ambiguity ○ use brackets, dashes or commas to indicate parenthesis ○ use semi-colons, colons or dashes to mark boundaries between independent clauses ○ use a colon to introduce a list ○ punctuate bullet points consistently
Composition	• Compose sentences orally before writing them. • Sequence sentences to make a short text. • Reread their writing to check that it makes sense. • Read aloud their writing clearly enough to be heard by their peers and the teacher. • Discuss what they have written with confidence and clarity.	• Develop positive attitudes and stamina for writing by writing: narratives, real events, poetry and for different purposes. • Record ideas sentence by sentence. • Make simple additions, revisions and corrections to their own writing. • Read aloud what they have written with appropriate intonation.	• Develop and enhance the effectiveness of their writing and the more varied grammar, vocabulary and narrative structures that they can draw to express their ideas. • Plan writing based on familiar forms. • Use simple organisational devices. • Evaluate own and others' writing, suggesting improvements and changes to grammar and vocabulary. • Proofread for spelling and punctuation errors. • Read aloud their own writing using appropriate intonation and controlling the tone and volume.	• Enjoy and understand language, especially vocabulary, to increase their fluency as readers, writers and their comprehension. • Writing should be sufficiently fluent and effortless to manage the general demands of the curriculum. • Reflect on their own understanding of the audience and purpose and make selections appropriately. • In the writing process, develop consolidation, practise and discussion. • Plan writing to suit audience and purpose; use models of writing. • Develop character and setting in narrative. • Select grammar and vocabulary for effect. • Use a wide range of cohesive devices.
Fluency	• Pupils should be rigorously taught the early learning goals for literacy to develop word reading, spelling and language skills. • Manipulate the key concepts at their curriculum level. • Use linguistic features in writing such as: ○ alliteration ○ rhyme ○ repetition	• Develop knowledge and use of vocabulary by using what they've read and heard elsewhere in their writing. • Knowing the meaning of words or employing strategies to find the meaning of words increases chances of understanding and producing fluent writing. • Manipulate the key concepts at their curriculum level. • Use linguistic features in writing such as: ○ onomatopoeia ○ simile	• Develop linguistic knowledge to create more variation in grammar and vocabulary techniques. • Take an intentional approach to building on what has been learnt previously. • Manipulate the key concepts at their curriculum level. • Use linguistic features in writing such as: ○ metaphor ○ personification	• Write down their ideas quickly and key concepts are broadly accurate. • From this, they can quickly go back and edit work based on learnt knowledge and skills to do so. • Manipulate the key concepts at their curriculum level. • Use linguistic features in writing such as: ○ pathetic fallacy ○ pun

Nursery long-term Writing plan					
Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021)					
	Autumn Term 1 - All About Me		**Autumn Term 2 - Celebrations**		
Stimuli	**Nursery Rhymes** (variety)	**Happy to be Me**	**Red Rockets and Rainbow Jelly** 	**Kipper's Birthday** 	**Dear Santa**
Writing objectives	• Engage in mark making activities, showing awareness that they're making marks, e.g. painting fence panel with water • Make controlled marks using tools or their finger in sand, glitter etc.	• Begin to show an awareness that print carries meaning • Make marks on paper to stand for own name For example ▫ use directional scribble (left to right) ▫ begin to use some symbolic shapes, lines and circles / letters	• Begin to know where to start writing (top to bottom and left to right)	• Begin to show an awareness of the difference between drawing and writing • Begin to mark make for a purpose (including in role play) e.g. lists, cards, labels	• Begin to attempt to write name e.g. recognisable first letter • Assign meaning to their marks, e.g. 'this is a dog'
Fine Motor	• Explore a range of different materials and tools e.g. use paintbrushes and rollers to make marks on paper or a wall outside	• Use comfortable grip with increasing control when holding a pencil (beginning to hold pencil between thumb and two fingers) • Begin to use scissors safely making snips in paper	• Begin to draw lines and circles using smaller movements on paper	• Begin to show preference for dominant hand when using a range of one-handed tools and equipment	• Begin to hold pencil between thumb and two fingers
Oracy Opportunities / Communication & Language	• Begin to join in with and sing nursery rhymes as a group including actions • Build up and use a wider range of vocabulary • Begin to use longer sentence of 4/6 words • Begin to take turns talking with other children when working in a group	• Begin to use talk to: ▫ connect ideas ▫ explain what is happening ▫ recall and relive past experiences	• Begin to use some more complex sentences, including '*and*' and '*because*'	• Use new vocabulary with some confidence in a range of contexts, including narrative within role play and imaginative play • Begin to develop confidence in initiating conversations with friends or adults	• Begin to use a range of tenses – *play, playing, played*
Duration ***(Estimated)***	*4 weeks*	*3 Weeks*	*1-2 weeks*	*3 weeks*	*3 weeks*

Nursery long-term plan						
Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021)						
	Spring Term 1 - Traditional tales			**Spring Term 2 - Insects & Minibeasts**		
Stimuli	**The Gingerbread Man** 	**Little Red Riding Hood** 	**Goldilocks and the Three Bears** 	**The Very Hungry Caterpillar** 	**The Very Busy Spider** 	**Mad About Minibeasts** 
Writing objectives	• Show an awareness that print carries meaning	• Distinguish between picture / illustration and print • Understand directionality of print, left to right	• Develop further confidence mark making for a purpose (including in role play) e.g. lists, cards, labels	• Begin to write own name, using a name card, with some recognisable letters	• Begin to break the flow of speech into words – oral rehearsal / dictating to adults what they want to write	• Know where to start writing: ▫ top to bottom ▫ left to right • Use some symbolic shapes and begin to use some print and letter knowledge (from name) in mark marking / early writing and ascribe meaning
Fine Motor	• Confidently draw lines and circles using smaller movements on paper	• Use one-handed tools/equipment e.g. making snips in paper with scissors.		• Develop correct pencil grip (moving towards modified tripod grasp)	• Hold a pencil comfortably to begin writing some recognisable from name using name card	
Oracy Opportunities **(Communication & Language)**	• Extend and use an increasing range of vocabulary • Listen to and remember simple stories with pictures. • Join in with repeated refrains and anticipates key events and phrases in rhymes and stories	• Use new vocabulary with increasing confidence in a range of contexts including narrative within role play and imaginative play • Use talk to: - connect ideas - explain what is happening - recall and relive past experiences	• Use some more complex sentences, including '*and*' and '*because*' • Begin to use and understand vocabulary associated with mark making / writing name, such as: ▫ word ▫ letter	• Use longer sentences of 4/6 words • Begin to understand how to answer simple 'who', 'what' and 'where' questions.	• Use a range of tenses with some accuracy – beginning to self-correct	• Begin to use intonation, rhythm and phrasing to make meaning clear to others • Sing a large repertoire of songs
Duration ***(Estimated)***	*2 weeks*	*2 weeks*	*2 weeks*	*3 weeks*	*2 weeks*	*1-2 weeks*

Nursery long-term plan					
Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021)					
	Summer Term 1 - Under the sea			**Summer Term 2 - Journeys/Moving On**	
Stimuli	**Rainbow Fish** 	**Jolly Olly Octopus** 	**Sharing a Shell** 	**The Gruffalo** 	**We're Going on a Bear Hunt**
Writing objectives	• Knows that print carries meaning	• Begin to be aware of spaces between words	• Mark make (or use early writing) for a range of purposes • Use some print and letter knowledge in mark marking / early writing and ascribe meaning	• Begin to understand the difference between word / letter • Break the flow of speech into words, developing: - oral rehearsal - memory, holding a word to attempt write (may only be letters at this point) - Dictating to an adult what they want to write	• Write own name, from memory, with majority of letters correctly formed
Fine Motor	• Use a comfortable grip with good control when holding pens and pencils.	• Show preference for dominant hand when using a range of one-handed tools and equipment	• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	• Use comfortable pencil grip to write some recognisable letters - may just be from name (many will be using modified tripod grasp)	• Begin to form additional recognisable letters linked to interest / focus text
Oracy Opportunities **(Communication & Language)**	• Use a range of tenses with increasing accuracy in a range of contexts • Use intonation, rhythm and phrasing to make meaning clear to others	• Use and understand vocabulary associated with mark making / writing name, such as: □ word □ letter • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	• Begin to extend vocabulary by: - grouping and naming - exploring the meaning of new words - exploring the sounds of new words • Develop their communication further but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	• Begin to use longer sentences (6+ words) with connectives • Use new vocabulary with increasing confidence and accuracy in a range of contexts including narrative within role play and imaginative play • Confidently start a conversation with an adult or a friend and continue it for many turns. • Sing a large repertoire of songs.	• Talk confidently to: - connect ideas - explain what is happening - recall and relive past experiences • Know many rhymes, be able to talk about familiar books, and be able to tell a long story
Duration ***(Estimated)***	*2 weeks*	*2 weeks*	*2 weeks*	*3 weeks*	*3 weeks*

Literacy long-term plan for writing - Reception						
Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021) Phonics – Read Write Inc						
	Autumn Term 1			**Autumn Term 2**		
Stimuli	 Hello Friend (Rebecca Cobb)	 Three Little Pigs (Susanna Davidson)	 Oi Frog (Kes Gray/Jim Field)	 Here Be Dragons (Susannah Llyod)	 Sir Dancealot (Timothy Knapman)	 Zog (Julia Donaldson)
Writing objectives	• Understand directionality of print ▫ know the left page is before the right page • Give meaning to marks they make as they write - directional scribble - symbolic letters - letter strings • Write own name	• Write own name correctly • Secure understanding of the difference between: ▫ words ▫ letters ▫ pictures/ illustrations • Use some of their print and letter knowledge in their early writing	• Use some clearly identifiable letters to communicate meaning, beginning to use some of their phonic knowledge	• Understand - where to start writing (top to bottom) - which way to continue writing (left to right) - concept of a word and a letter • Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs	• Begin to form lower-case letters correctly	• Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words
Fine Motor	• Show preference to a dominant hand • Hold a pencil comfortably	• Begin to form recognisable letters	• Use a pencil and hold it effectively • Use a comfortable grip with good control when holding pens and pencils	• Handle tools, objects, construction and drawing materials safely and with increasing control	• Use a pencil and hold it effectively to form an increasing number of recognisable letters • Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently - pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons	• Write name using correct letter formation, including capital letter • Develop confidence in use of tools (grip, steady, snip, twist, curve, straight – ensure regular engagement)
Oracy Opportunities (Communication & Language)	• Extend vocabulary - grouping and naming objects ▫ exploring the meaning of new words • Develop social phrases (e.g. *greetings - How are you?* Friendship … *Would you like to…?)*	• Use language to imagine and recreate roles and experiences in play situations, linked to - real life experiences • Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words *(Focused & linked texts – within small world / role play)*	• Explore the sounds in new words • Continue a rhyming string using familiar rhymes • Hear and say the initial sounds in words • Use new vocabulary throughout the day	• Use vocabulary in different contexts • Oral rehearsal / vocabulary • Begin to describe events in some detail	• Begin to ask questions to find out more and to check they understand what has been said to them *(adults to model & encourage questions after instructions)* • Begin to articulate their ideas and thoughts in well-formed sentence *(Express ideas to friends/book talk)*	• Begin to use new vocabulary in sentences in a range of contexts • Use intonation, rhythm and phrasing • Begin to reread what they have written – Fred Talk sounds (words)
Duration *(Estimated)*	*2 weeks*	*3 weeks*	*2 weeks*	*3 weeks*	*2 weeks*	*2 weeks*
	7-week term 2024			*8-week term 2024*		

Literacy long-term plan for writing - Reception						
Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021) Phonics – Read Write Inc						
	Spring Term 1			**Spring Term 2**		
Stimuli	 A Super hero like you (Dr Ranj)	 Non-fiction People Who Help Us (Police, Ambulance, Fire fighters)	 Wendal's Workshop (Chris Ridell)	 Stick Man Julia Donaldson	 Percy the Parkkeeper (Nick Butterworth)	Seasons and Weather poems
Writing objectives	▪ Begin to attempt to write short captions in meaningful contexts	• Begin to write a variety of fiction and non-fiction captions		• Begin to re-read their own writing to share it with others (captions) • Understand correct orientation of letters and words	• Develop memory, hold a short sentence in meaningful context • Begin to use a full stop at the end of a sentence	• Attempt to write a short sentence in meaningful context(s) • Form most lower-case letters correctly • Write captions/phrases and begin to write simple sentences using known GPCs
Fine Motor	• Further develop small motor skills so that they can use a range of tools competently, safely and confidently.		• Use a pencil and hold it effectively with correct pencil grip	• Handle tools, objects, construction and drawing materials safely and with competency,		• Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: - Effective pencil grip - Correct letter formation
Oracy Opportunities (Communication & Language)	▪ Describe events in some detail ▪ Develop and use social phrases with confidence	• Link statements and stick to a main theme or intention • Use new vocabulary in different contexts	• Use talk to organise, sequence and clarify thinking, ideas, feelings and events	• Orally rehearse caption of sentence before writing • Use talk to help work out problems, organise thinking & activities explain how things work/why things happen • Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	▪ Begin to connect one idea or action to another using a range of connectives	▪ Perform rhymes and poems with others
Duration *(Estimated)*	*2 weeks*	*2 weeks*	*2 weeks*	*2 weeks*	*2 weeks*	*2 weeks*
	6-week term 2025			*6-week term 2025*		

Literacy long-term plan for writing - Reception						
Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021) Phonics – Read Write Inc Writing Early Learning Goal: Children at the expected level of development will: • Write 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.						
	Summer Term 1			**Summer Term 2**		
Stimuli	 What The Ladybird Heard (Julia Donaldson)	Non-fiction Farm (range of books)	 Squash and a Squeeze (Julia Donaldson)	 Handa's Surprise (Eileen Browne)	 Clem and Crab (Fiona Lumbers)	**Book 3** Poetry – Seaside poems
Writing objectives	▪ Break the flow of speech into words to compose a sentence ▪ Write simple phrases which can be read by themselves and others	▪ Re-read what they have written to check that it makes sense	▪ Secure sounds to letters, naming and sounding the letters of the alphabet. ▪ Write simple sentences which can be read by themselves and others ▪ Write recognisable letters (lower case) most of which are formed correctly	▪ Write simple phrases and sentences that can be read by others	▪ Begin to write common capital letters word spacing ▪ Use a full stop at the end of a sentence ▪ Re-read what they have written to make sure it makes sense (sentences)	**<u>Writing ELG</u>** - Write 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.
Fine Motor	▪ Show more confidence in using a range of small tools, including scissors, paint brushes and cutlery ▪ Begin to show accuracy and care when drawing.		▪ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	▪ Consolidate tripod grip ▪ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	Show increasing accuracy when drawing	Confidently use a range of small tools, including scissors, paint brushes and cutlery.
Oracy Opportunities **(Communication & Language)**	▪ Question why things happen and give explanations ▪ Begin to use past, present and future forms accurately when talking about events that have happened or are to happen in the future	▪ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	▪ Oral rehearsal of sentence before writing		▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	▪ Learn rhymes, poems and songs. ▪ Be increasingly confident performing rhymes and poems with others ▪ Use a range of tenses ▪ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
Duration ***(Estimated)***	*2 weeks*	*2 weeks*	*2 weeks*	*2 weeks*	*2 weeks*	*1 week*

YEAR 1 LONG TERM PLAN (LTP) 2024 – 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

AUTUMN TERM

Punctuation - Begin to punctuate sentences using capital letters, full stops, question marks or exclamation marks. Using capital letters for names of people, places, the days of the week, and the personal pronoun 'I'

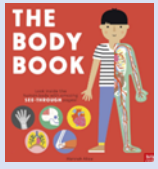
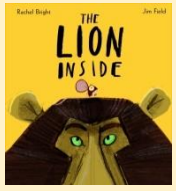
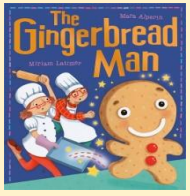
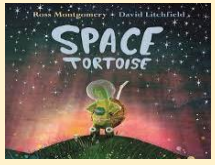
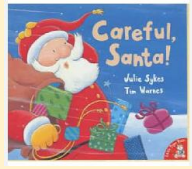
Spelling - Name the letters of the alphabet in order. Spell words containing each of the 40+ phonemes already taught. To be able to spell some/most/many Year 1 key words. Spell the days of the week.

Sentence structure - Joining words and joining sentences using 'and. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting – Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. To use spaces between words.

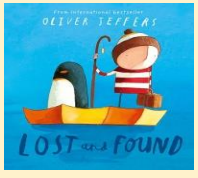
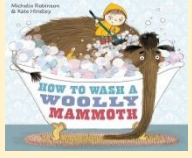
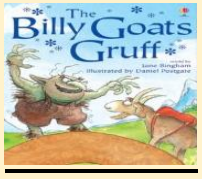
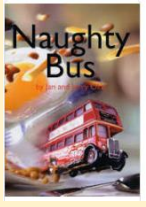
Word – Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un-. Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
Know the meaning of the following words: letter, capital letter, singular and plural words, sentence, punctuation, full stop, question mark, and exclamation mark

Text cohesion - Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense

Stimuli	**The Body** 	**The Lion Inside** 	**The Gingerbread man** 		**Space Tortoise** 	**Poetry** **Brown Bear, Brown Bear, What do you see?** **Eric Carle** 	**Careful Santa** 
Key writing outcomes	**Non fiction – captions. lists and labels**	**Character descriptions:** Of the mouse and the lion	**Retell**	**Instructions**	**Retell:** Sequencing and retell of the story	**Performance poetry.**	**Letter to Santa and Mrs Rudd about the messy classroom.**
Key writing features	To write captions to describe pictures Label parts of the body Write in a list	Make predictions about the text. Understand the story. Consider the emotions of the characters. Identify the vocabulary for the mouse character. Descriptive phrases about the mouse character. Identify the vocabulary for the lion character. Descriptive phrases about the lion character. Comparative sentences about the characters.	Make predictions about the text. Descriptive language (adjectives] Sequencing Story Structure using 5 pictures as prompts relating to beginning/ middle/end Writing in Pat tense Writing simple sentences to: Describe the setting Describe the charater, Describe main events in the story.	Title Equipment Ingredients Method Ordered/ numbered instructions. Bossy Verbs [Imperative verbs] Time adverbials	Make predictions about the text. Descriptive language (adjectives] Sequencing Story Structure using 5 pictures as prompts relating to beginning/ middle/end Writing in Pat tense Writing simple sentences to: Describe the setting Describe the charater, Describe main events in the story.	See Oracy Section	Make predictions about the text. Understand the story. Consider the emotions of the characters. Model Sender's address in the top right corner. Model Date underneath the address.[This will be given to the children. Greeting Introduction Paragraphs around one theme.

							Send off Describe thoughts and feelings
Curriculum objectives covered [Handwriting objectives covered throughout the year]	Spell words containing each of the 40+ phonemes already taught. Name the letters of the alphabet in order. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher.	Begin to punctuate sentences using capital letters, full stops. Spell words containing each of the 40+ phonemes already taught . To be able to spell some/most/many Year 1 key words. Spell the days of the week. Name the letters of the alphabet in order. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Joining words and joining sentences using 'and. Re-reading what they have written to check that it makes sense	Begin to punctuate sentences using capital letters, full stops To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Joining words and joining sentences using 'and. Using the prefix un-. Using –ing, where no change is needed in the spelling of root words [for example, helping, helped, helper, eating,] Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense	Begin to punctuate sentences using capital letters, full stops To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Joining words and joining sentences using 'and. Using the prefix un-. Using –ing, where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Re-reading what they have written to check that it makes sense	Begin to punctuate sentences using capital letters, full stops To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Joining words and joining sentences using 'and. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense •	See Oracy Section	Begin to punctuate sentences using capital letters, full stops Using capital letters for names of people, places, the days of the week, and the personal pronoun 'I' To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Joining words and joining sentences using 'and. Using the prefix un-. Using –ing, where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense
Oracy opportunities	**Select and use appropriate registers for effective communication –** Uses a more formal tone with the adults in school. **Use relevant strategies to build their vocabulary –** Understand that words	**Consider and evaluate different viewpoints, attending to and building on the contributions of others –** Responds to what they hear with relevant comments.	**Participate in discussion, presentations, performances, role play/improvisations and debates –** Use character voices in context. **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – Start conversations and join in with them.		**Consider and evaluate different viewpoints, attending to and building on the contributions of others –** Responds to what they hear with relevant comments. **Use spoken language to develop understanding**	Recite the poem with expression and intonation. Perform the poem in front of small groups and/or class. **Speak audibly and fluently with increasing command of Standard**	**Select and use appropriate registers for effective communication –** Uses a more formal tone with the adults in school. **Gain, maintain and monitor interest of the listener(s) –** Will

	can be put in groups and give examples. Understand and use a range of words to describe the ideas of time, shape, texture and size. Select specific words to make the meaning clearer.	**Articulate and justify answers, arguments and opinions** Use language to express opinion and explain *e.g. "I want to go and build a snowman because it's snowing and it's fun."* Show that they can use language to reason and persuade.	Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others. Give details that they know are important and will influence the listener. Uses language to ask, negotiate, express opinions and feelings.	**through speculating, hypothesising, imagining and exploring ideas –** Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation.	**English –** Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities'). Use well-formed sentences, including longer sentences with more detail. Start to join clauses with conjunctions. **Select and use appropriate registers for effective communication –** Uses a more formal tone with the adults in school.	vary their voice for effect e.g. *"I really want a dog for Christmas."* **Participate in discussion, presentations, performances, role play/improvisations and debates –** Use character voices in context.
Duration *(estimated)*	*1 week*	*2 Weeks*	*4 weeks*	*3 weeks*	*1 week*	*2 weeks*

SPRING TERM					
Punctuation - Begin to punctuate sentences using capital letters, full stops, question marks or exclamation marks. Using capital letters for names of people, places, the days of the week, and the personal pronoun 'I' **Spelling** - Name the letters of the alphabet in order. Spell words containing each of the 40+ phonemes already taught. To be able to spell some/most/many Year 1 key words. Spell the days of the week. **Sentence structure** - Joining words and joining sentences using 'and. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. **Handwriting** – Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. To use spaces between words. **Word** – Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un-. Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Know the meaning of the following words: letter, capital letter, singular and plural words, sentence, punctuation, full stop, question mark, and exclamation mark **Text cohesion** - Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense.					
Stimuli	**Lost and Found** 	**How to Wash a Woolly Mammoth** 	**Recount trip** **Weaver Hall** 	**The Three Billy Goats Gruff** 	**The naughty bus** 
Key writing outcomes	**Retell:** Sequencing and retell of the story	**Instructions:** How to wash a woolly mammoth	Recount writing	**Retell:** Sequencing and retell of the story	**Retell:** Sequencing and retell of the story
Key writing features	Make predictions about the text. Descriptive language (adjectives]	Make predictions about the text. Understand the story. Title	Title Date Past tense First person (I, me, my)	Make predictions about the text. Descriptive language (adjectives] Sequencing	Make predictions about the text. Descriptive language (adjectives] Sequencing

	Sequencing Story Structure using 5 pictures as prompts relating to beginning/ middle/end Writing in Pat tense Writing simple sentences to: Describe the setting Describe the charater, Describe main events in the story.	Equipment Method Ordered/ numbered instructions. Bossy Verbs [Imperative verbs] Time adverbials Adjectives	Introduction sentence Describe events using pictures as prompts to structure the writing. Use time adverbials to order events. Describe thoughts and feelings. Using Capital Letters for places.	Story Structure using 5 pictures as prompts relating to beginning/ middle/end Writing in Pat tense Writing simple sentences to: Describe the setting Describe the charater, Describe main events in the story.	Story Structure using 5 pictures as prompts relating to beginning/ middle/end Writing in Pat tense Writing simple sentences to: Describe the setting Describe the charater, Describe main events in the story.
Curriculum objectives covered [Handwriting objectives covered throughout the year]	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Begin to punctuate sentences using capital letters, full stops To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Begin to punctuate sentences using capital letters, full stops and Question marks. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Using capital letters for names of people, places, the days of the week, and the personal pronoun 'I' Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using the prefix un-. Using–ed, where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Begin to punctuate sentences using capital letters, full stops. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using the prefix un-. Using the prefix un-. Using –ing, where no change is needed in the spelling of root words [for example, helping, eating Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Begin to punctuate sentences using capital letters, full stops. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense
Oracy opportunities	**Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas –** Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation.	**Select and use appropriate registers for effective communication –** Uses a more formal tone with the adults in school. **Gain, maintain and monitor interest of the listener(s) –** Will vary their voice for effect e.g. *"I really want a dog for Christmas."* **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – Start	**Select and use appropriate registers for effective communication –** Uses a more formal tone with the adults in school. **Participate in discussion, presentations, performances, role play/improvisations and debates –** Contributes appropriately to discussions making comments relevant to the topic. **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – Start conversations and join in with them. Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze,	**Participate in discussion, presentations, performances, role play/improvisations and debates –** Use character voices in context. **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – Start conversations and join in with them. Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others. Give details that they know are important and will influence the listener.	**Select and use appropriate registers for effective communication –** Uses a more formal tone with the adults in school. **Consider and evaluate different viewpoints, attending to and building on the contributions of others –** Responds to what they hear with relevant comments. **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas –** Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation. **Articulate and justify answers, arguments and opinions** Use language to express opinion and explain *e.g. "I want to go and build a snowman because it's snowing and it's fun."* Show that they can use language to reason and persuade.

		conversations and join in with them. Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others. Give details that they know are important and will influence the listener. Uses language to ask, negotiate, express opinions and feelings.	posture- turning towards the speaker when talking to others. Give details that they know are important and will influence the listener. Uses language to ask, negotiate, express opinions and feelings. **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings –** List events with detail. Describe events. Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing.	Uses language to ask, negotiate, express opinions and feelings.	
Duration *(estimated)*	*3 weeks*	*2 ½ weeks*	*1 week*	*3 weeks*	*2 weeks*

SUMMER TERM

Punctuation - Begin to punctuate sentences using capital letters, full stops, question marks or exclamation marks. Using capital letters for names of people, places, the days of the week, and the personal pronoun 'I'

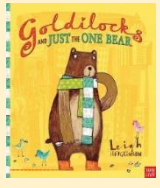
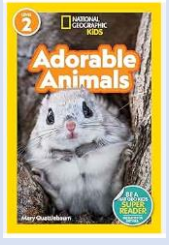
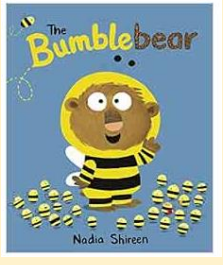
Spelling - Name the letters of the alphabet in order. Spell words containing each of the 40+ phonemes already taught. To be able to spell some/most/many Year 1 key words. Spell the days of the week.

Sentence structure - Joining words and joining sentences using 'and. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting – Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. To use spaces between words.

Word – Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un-. Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
Know the meaning of the following words: letter, capital letter, singular and plural words, sentence, punctuation, full stop, question mark, and exclamation mark

Text cohesion - Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense.

Stimuli	**Poetry** **The seaside** **Joe Peters**	**Goldilocks and just the one Bear** 	**Animals** 	**Bumble** 		**Recount trip** **Dunham Massey** 	**What is pink?** Christian Rossetti
Key writing outcomes	Performance Paired poem writing –	Retell: Sequencing and retell of the story	Fact file	Character description	Retell	Recount writing	Performance Paired poem writing –

Key writing features	Include a title. Each line starts with a capital letter. A comma usually at the end of each line. Adding own ideas about the Seaside. Using the same structure and repeating patterns.[Me,Me,Me] Recite own poem clearly.	Make predictions about the text. Descriptive language (adjectives] Sequencing Story Structure using 5 pictures as prompts relating to beginning/ middle/end Writing in Pat tense Writing simple sentences to: Describe the setting Describe the charater, Describe main events in the story.	Title Introductory sentence Headings Sub-headings Pictures Captions Subject specific vocabulary Facts	Make predictions about the text. Understand the story. Consider the emotions of the characters. Identify the vocabulary for the character. Descriptive phrases about the character.	Make predictions about the text. Descriptive language (adjectives] Sequencing Story Structure using 5 pictures as prompts relating to beginning/ middle/end Writing in Pat tense Writing simple sentences to: Describe the setting Describe the charater, Describe main events in the story.	Title Date Past tense First person (I, me, my) Introduction sentence Describe events using pictures as prompts to structure the writing. Use time adverbials to order events. Describe thoughts and feelings. Using Capital Letters for places.	Include a title. Each line starts with a capital letter. A comma usually at the end of each line. Following the same structure of the poem – using the same colours but their own ideas. 2 line structure for each colour. Recite own poem clearly.
Curriculum objectives covered [Handwriting objectives covered throughout the year]	Begin to punctuate sentences using capital letters, full stops. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Begin to punctuate sentences using capital letters, full stops Using capital letters for names of people, places, the days of the week, and the personal pronoun 'I' Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Sequencing sentences to form short narratives. Re-reading what they	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words To be able to spell some/most/many Year 1 key words. Spell the days of the week. Begin to punctuate sentences using capital letters, full stops taught so far. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Singular and plural words Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Begin to punctuate sentences using capital letters, full stops, question marks or exclamation marks. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using the prefix un-. Using –ed, –where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Begin to punctuate sentences using capital letters, full stops, question marks or exclamation marks. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Using capital letters for names of people, places, the days of the week, and the personal pronoun 'I' Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using the prefix un-. Using–ed, where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. To be able to spell some/most/many Year 1 key words. Spell the days of the week. Begin to punctuate sentences using capital letters, full stops and question marks. Composing a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Singular and plural words . Re-reading what they have written to check that it makes sense

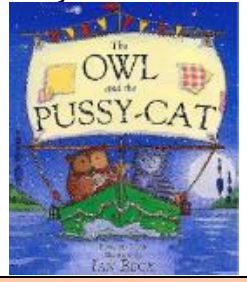
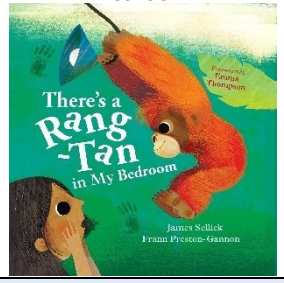
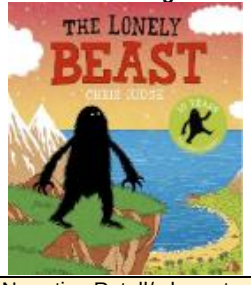
		have written to check that it makes sense.		Re-reading what they have written to check that it makes sense			
Oracy opportunities	**Speak audibly and fluently with increasing command of Standard English –** Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities'). Use well-formed sentences, including longer sentences with more detail. Start to join clauses with conjunctions. **Use relevant strategies to build their vocabulary –** Understand that words can be put in groups and give examples. Understand and use a range of words to describe the ideas of time, shape, texture and size. Select specific words to make the meaning clearer.	**Select and use appropriate registers for effective communication –** Uses a more formal tone with the adults in school. **Consider and evaluate different viewpoints, attending to and building on the contributions of others –** Responds to what they hear with relevant comments. **Participate in discussion, presentations, performances, role play/improvisations and debates –**Use character voices in context.	**Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – Start conversations and join in with them. Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others. Give details that they know are important and will influence the listener. Uses language to ask, negotiate, express opinions and feelings. **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings –** List events with detail. Describe events. Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing. **Use relevant strategies to build their vocabulary –** Understand that words can be put in groups and give examples. Understand and use a range of words to describe the ideas of time, shape, texture and size. Select specific words to make the meaning clearer.	**Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas –** Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation.	**Speak audibly and fluently with increasing command of Standard English –** Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities'). Use well-formed sentences, including longer sentences with more detail. Start to join clauses with conjunctions.	**Select and use appropriate registers for effective communication –** Uses a more formal tone with the adults in school. **Participate in discussion, presentations, performances, role play/improvisations and debates –**Contributes appropriately to discussions making comments relevant to the topic. **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – Start conversations and join in with them. Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others. Give details that they know are important and will influence the listener. Uses language to ask, negotiate, express opinions and feelings. **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings –** List events with detail. Describe events. Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing.	**Speak audibly and fluently with increasing command of Standard English –** Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities'). Use well-formed sentences, including longer sentences with more detail. Start to join clauses with conjunctions. **Select and use appropriate registers for effective communication –** Uses a more formal tone with the adults in school.
Ongoing Oracy Objectives	**Listen and respond appropriately to adults and their peers** – Understands the need to look at who's talking to them and think about what they are saying. Demonstrates attentive listening and can express simple views on a subject. Listen and understand instructions about what they are doing, whilst doing it.						

	Consistently understands **simple** 2 and 3 part spoken instructions *e.g.in P.E. - walk across the bench, get a beanbag and put it in the hoop.* Understand 'how' and 'why' questions.						
Duration *(estimated)*	1 Week	3 weeks	2 weeks	1 weeks	2 weeks	1 week	1 week

YEAR 2 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

Year Group Objectives
Punctuation - Demarcate most sentences in their writing with capital letters and full stops, and use exclamation marks and question marks correctly when required. Correctly use commas to separate items in a list. Use the possessive apostrophe (singular) [for example, the girl's book]. Use apostrophes to punctuate contractions mostly correctly **Spelling** - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To be able to spell some/most/many Year 2 key words. Distinguish between homophones and near homophones. **Sentence structure** - Sentences with different forms: statement, question, exclamation, command. Expanded noun phrases to describe and specify [for example, the blue butterfly]. Use present and past tense mostly correctly and consistently. **Handwriting** – Forms lower and upper-case letters of the correct size relative to others. Write capitals of the correct size, orientation and relationship to one another and to lowercase letters. Use spaces between words that reflects the size of the letters. Start using some of the diagonal and horizontal strokes needed to join letters. **Word** – Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. Add suffixes to spell longer words, including; ment, ness, ful, less, ly. Know the meaning of the following words: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. **Text cohesion** - Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry Make simple additions, revisions and corrections to their own writing. Read aloud what they have written with appropriate intonation to make the meaning clear.

	Autumn Term 1			Autumn Term 2		
Stimuli	**Little Red by Bethan Woollvin** 	**The Owl and the Pussy-Cat by Edward Lear** 	**There's An Orangutan In My Bedroom** 	**The Lonely Beast by Chris Judge** 	**The Snowman by Jim Erskine and Raymond Briggs** 	**The Crayons' Christmas by Drew Daywalt**
Key Writing Outcomes	Character comparison between traditional and modern. Narrative retell	Poetry	Persuasive letter about climate change	Narrative Retell/ character change	Diary entry/ recount	Instructions
Key Writing Features	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions		• Sender's address in the top right corner • Date underneath the address. • Greeting • Introduction	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions	• Date • Greeting • Past tense • First person (I, me, my) • Introduction paragraph • Describe events	• Title • Introduction • Equipment • Ingredients • Method • Time adverbials • Imperative verbs

	• Time adverbials • Expanded noun phrases		• Paragraphs around one theme. • Conclusion • Send off • Persuasive vocabulary • Describe thoughts and feelings	• Time adverbials • Expanded noun phrases	• Use time adverbials to order events. • Describe thoughts and feelings.	• Adjectives • Adverbs • Picture/diagram optional
Curriculum Objectives Covered	• Sequencing sentences to form short narratives • Demarcate most sentences with full stops and capital letters • To begin to use co-ordinating conjunctions (and but) • Use spelling rules for plurals s or es and prefix un/ed/er/est • To be able to spell all Year 1 key words. • To be able to spell some/most/many Year 2 key words.	• Start to use expanded noun phrases to describe and specify [for example, the blue butterfly]. • To be able to spell some/most/many Year 2 key words. • To recite the story with expression and intonation.	• Apostrophes for contraction (don't, shouldn't, can't) • Co-ordination/subordination- because, if, but. • Questions. • Expanded noun phrases. • To be able to spell some/most/many Year 2 key words • Focus on smaller handwriting and introduce some joins.	• Character description- expanded nouns, feelings/emotions. • Setting description- expanded nouns. • Start introducing exclamation marks and exclamation as a sentence structure. • To be able to spell some/most/many Year 2 key words	• Fronted adverbials to order events in chronological order. • Past and present tense, with a link to suffix (-ed, -ing) • To be able to spell some/most/many Year 2 key words. • Statement and exclamation sentences.	• Know the meaning of noun, adjective and verb. Link to colourful semantics. • Fronted adverbials. • To be able to spell some/most/many Year 2 key words. • Introduction of commas after the fronted adverbial. • Imperative verbs (bossy verbs). • Introduce commands • Present tense.
Oracy Opportunities	• **Listen and respond appropriately to adults and their peers** – – Listens to others and is beginning to summarise some of the main points. – Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. • **Use relevant strategies to build their vocabulary –** – ask for the meaning of unknown words. – Use newly introduced topic words appropriately in a sentence. • **Articulate and justify answers, arguments and opinions –** – Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again."	• **Listen and respond appropriately to adults and their peers** – – active listening, responding to the ideas of others, picking out key points and summarising, understanding complex multi-part instructions, and asking each other questions. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – – Can sustain the attention of the listener e.g. will use eye contact and ask questions to involve and engage others. • **Gain, maintain and monitor interest of the listener(s) –**	• **Listen and respond appropriately to adults and their peers** – – active listening, responding to the ideas of others, picking out key points and summarising, understanding complex multi-part instructions, and asking each other questions. • **Ask relevant questions to extend their understanding and knowledge –** – Show interest and ask lots of questions to find out specific information e.g. How do we know…? Why did…? • **Use relevant strategies to build their vocabulary –** – ask for the meaning of unknown words. – Use newly introduced topic words appropriately in a sentence.	• **Listen and respond appropriately to adults and their peers** – – Listens to others and is beginning to summarise some of the main points. – Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. • **Articulate and justify answers, arguments and opinions –** – Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again." • **Give well-structured descriptions, explanations and narratives for different purposes,**	• **Listen and respond appropriately to adults and their peers** – – Listens to others and is beginning to summarise some of the main points. – Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. • **Speak audibly and fluently with increasing command of Standard English –** – using speech that is consistently easy to understand, using a range of clauses and sentences to help justify/explain events, increase reading fluency. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings –** – express personal feelings or recount experiences with clarity, begin to make connections between ideas or thoughts,	• **Listen and respond appropriately to adults and their peers** – – active listening, responding to the ideas of others, picking out key points and summarising, understanding complex multi-part instructions, and asking each other questions. • **Ask relevant questions to extend their understanding and knowledge** – Show interest and ask lots of questions to find out specific information e.g. How do we know…? Why did…? • **Use relevant strategies to build their vocabulary –** – ask for the meaning of unknown words. – Use newly introduced topic words appropriately in a sentence.

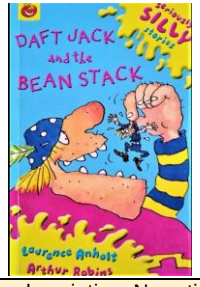
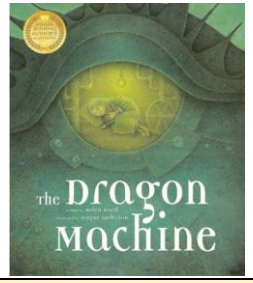
	• **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas –** – express characters' thoughts and feelings in imaginative play, make verbal predictions before reading the text, and role play. • **Participate in discussion, presentations, performances, role play/improvisations and debates –** – Is able to work in role and take on some of the characteristics and/or the voice of the character being played. – Will extend simple roles by expressing emotions. – Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary. • Retell the story, in pairs/small groups, before writing the retell.	– Will change their voice and use expression to engage the listener and keep them interested. • **Speak audibly and fluently with increasing command of Standard English –** – Use speech that is consistently easy to understand and clear. – Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when. • **Participate in discussion, presentations, performances, role play/improvisations and debates –** – Is able to work in role and take on some of the characteristics and/or the voice of the character being played. – Will extend simple roles by expressing emotions. – Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary. • Recite the poem with expression and intonation. • Perform the poem in front of small groups and/or class.	• **Articulate and justify answers, arguments and opinions –** – Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again." • **Speak audibly and fluently with increasing command of Standard English –** – Use speech that is consistently easy to understand and clear. – Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others –** – Knows that they need to use different styles of talk with different people e.g. friends (yeah, nice one, na) and teachers (yes, I'm happy with my writing, no), is able to greet visitors appropriately etc. • Roleplay – groups of 3 (judge, reason for, reason against) why should the pigeon drive the bus? Conscience alley – the pigeon walks down the middle.	**including for expressing feelings –** – express personal feelings or recount experiences with clarity, begin to make connections between ideas or thoughts, summarise key points, and build descriptive vocabulary. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas –** – express characters' thoughts and feelings in imaginative play, make verbal predictions before reading the text, and role play. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others –** – Knows that they need to use different styles of talk with different people e.g. friends (yeah, nice one, na) and teachers (yes, I'm happy with my writing, no), is able to greet visitors appropriately etc. • Role on the wall for character feelings/emotions. • Retell the story, in pairs/small groups, before writing the retell.	summarise key points, and build descriptive vocabulary. • **Participate in discussion, presentations, performances, role play/improvisations and debates –** – Is able to work in role and take on some of the characteristics and/or the voice of the character being played. – Will extend simple roles by expressing emotions. – Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary. • **Select and use appropriate registers for effective communication –** – know that they need to use different styles of talk with different people (friends/teachers/visitors), • Perform diary entry.	• **Select and use appropriate registers for effective communication –** – know that they need to use different styles of talk with different people (friends/teachers/visitors), • Use imperative verbs to give a variety of instructions to each other.
Duration	*3 weeks*	*2 week*	*2 weeks*	*2-3 weeks*	*2 weeks*	*1 ½ weeks*

(Estimated)						

YEAR 2 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

Year Group Objectives
Punctuation - Demarcate most sentences in their writing with capital letters and full stops, and use exclamation marks and question marks correctly when required. Correctly use commas to separate items in a list. Use the possessive apostrophe (singular) [for example, the girl's book]. Use apostrophes to punctuate contractions mostly correctly **Spelling** - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To be able to spell some/most/many Year 2 key words. Distinguish between homophones and near homophones. **Sentence structure** - Sentences with different forms: statement, question, exclamation, command. Expanded noun phrases to describe and specify [for example, the blue butterfly]. Use present and past tense mostly correctly and consistently. **Handwriting** – Forms lower and upper-case letters of the correct size relative to others. Write capitals of the correct size, orientation and relationship to one another and to lowercase letters. Use spaces between words that reflects the size of the letters. Start using some of the diagonal and horizontal strokes needed to join letters. **Word** – Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. Add suffixes to spell longer words, including; ment, ness, ful, less, ly. Know the meaning of the following words: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. **Text cohesion** - Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry Make simple additions, revisions and corrections to their own writing. Read aloud what they have written with appropriate intonation to make the meaning clear.

	Spring Term 1		Spring Term 2		
Stimuli	**Don't Let The Pigeon Drive The Bus by Mo Willems** 	**Daft Jack and the Beanstalk by Lauren Anholt and Arthur Robins** 	**AeroZone Trip**	**Baker's Boy and the Great Fire of London by Tom Bradman and Tony Bradman** 	**The Dragon Machine by Helen Ward** 
Key Writing Outcomes	Persuasive letter	Character description, Narrative Retell	Recount (Non Fiction)	Recount: diary	Character Description and Retell
Key Writing Features	• Sender's address in the top right corner. • Date underneath the address. • Greeting • Introduction • Paragraphs around one theme • Conclusion • Sign off • Persuasive vocabulary • Describe thoughts and feelings	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Time adverbials • Expanded noun phrases	• Title • Date • Past tense • First person (I, me, my) • Introduction paragraph • Describe events • Paragraphs around one theme. • Use time adverbials to order events. • Describe thoughts and feelings.	• Date • Greeting • Past tense • First person (I, me, my) • Introduction paragraph • Describe events • Use time adverbials to order events. • Describe thoughts and feelings.	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Time adverbials • Expanded noun phrases
Curriculum Objectives Covered	• Apostrophes for contraction (don't, shouldn't, can't) • Co-ordination/subordination- because, if, but. • Questions. • Expanded noun phrases. • To be able to spell some/most/many Year 2 key words	• Apostrophes for possession. • Apostrophes for contraction (don't, shouldn't, can't) • Start to add suffixes to spell longer words. • Embed work on exclamation and question sentences. • Introduce compound words • To be able to spell most Year 2 key words	• writing about real events • Time adverbials and statements sequenced • Past Tense • Commas for list • To be able to spell most Year 2 key words	• Fronted adverbials to order events in chronological order. • Past and present tense, with a link to suffix (-ed, -ing) • To be able to spell most Year 2 key words.	• Character description to describe how they feel and look using adjectives and adverbs (colourful semantics) • To be able to spell most Year 2 key words

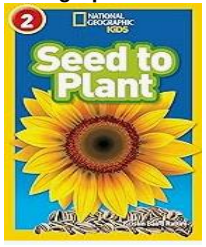
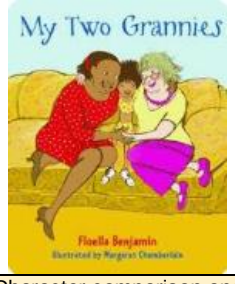
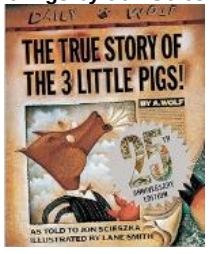
	• Focus on smaller handwriting and introduce some joins.	• Focus on smaller handwriting and introduce more joins.		• Apostrophes for contraction (don't, shouldn't, can't, I'm, you're) • Statement and exclamation sentences. • Expanded noun phrases. • Start to introduce homophones and near-homophones	• Retell - setting description using expanded noun phrases. Use of possessive apostrophe.
Oracy Opportunities	• **Listen and respond appropriately to adults and their peers** – – active listening, responding to the ideas of others, picking out key points and summarising, understanding complex multi-part instructions, and asking each other questions. • **Articulate and justify answers, arguments and opinions –** – Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again." • **Speak audibly and fluently with increasing command of Standard English –** – Use speech that is consistently easy to understand and clear. – Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others –** – recognising that there are other viewpoints, making simple comments in response to others' viewpoints and say whether they agree or disagree why, participate in effective discussions, explain their opinion. • Roleplay – groups of 3 (judge, reason for, reason against) why should the pigeon drive the bus? Conscience alley – the pigeon walks down the middle.	• **Listen and respond appropriately to adults and their peers** – – Listens to others and is beginning to summarise some of the main points. – Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. • **Use relevant strategies to build their vocabulary –** – ask for the meaning of unknown words. – Use newly introduced topic words appropriately in a sentence. • **Articulate and justify answers, arguments and opinions –** – Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again." • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas –** – Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences. • **Participate in discussion, presentations, performances, role play/improvisations and debates –** – Is able to work in role and take on some of the characteristics and/or the voice of the character being played. – Will extend simple roles by expressing emotions. – Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary. • Role on the wall – character description including thoughts, feeling and appearance. • Retell the story in small groups before writing it.	• **Ask relevant questions to extend their understanding and knowledge –** – showing an interest and asking lots of questions to find out specific information, using question words, understand and use open, closed and rhetorical questions. • **Use relevant strategies to build their vocabulary –** – ask for the meaning of unknown words. – Use newly introduced topic words appropriately in a sentence. • **Articulate and justify answers, arguments and opinions –** - Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again." • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings –** – express personal feelings or recount experiences with clarity, begin to make connections between ideas or thoughts, summarise key points, and build descriptive vocabulary. • **Select and use appropriate registers for effective communication –** – know that they need to use different styles of talk with different people (friends/teachers/visitors),	• **Listen and respond appropriately to adults and their peers –** – Listens to others and is beginning to summarise some of the main points. – Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. • **Use relevant strategies to build their vocabulary –** – ask for the meaning of unknown words. – Use newly introduced topic words appropriately in a sentence. • **Articulate and justify answers, arguments and opinions –** – Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again." • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings –**	• **Listen and respond appropriately to adults and their peers –** – Listens to others and is beginning to summarise some of the main points. – Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. • **Use relevant strategies to build their vocabulary –** – ask for the meaning of unknown words. – Use newly introduced topic words appropriately in a sentence. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas –** – Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences. • Retell the story in small groups before writing it.

			• Discuss the trip in small groups in chronological order. Remember to say what happened in the past tense.	– express personal feelings or recount experiences with clarity, begin to make connections between ideas or thoughts, summarise key points, and build descriptive vocabulary. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas –** – Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences. • **Speak audibly and fluently with increasing command of Standard English –** – Use speech that is consistently easy to understand and clear. – Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when. • Hot seat – in small groups, children will ask the "Baker's Boy" questions to support reasons for diary entry.	
Duration *(Estimated)*	*2 weeks*	*3 weeks*	*2 weeks*	*2 weeks*	*2-3 weeks*

YEAR 2 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

Year Group Objectives
Punctuation - Demarcate most sentences in their writing with capital letters and full stops, and use exclamation marks and question marks correctly when required. Correctly use commas to separate items in a list. Use the possessive apostrophe (singular) [for example, the girl's book]. Use apostrophes to punctuate contractions mostly correctly **Spelling** - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To be able to spell some/most/many Year 2 key words. Distinguish between homophones and near homophones. **Sentence structure** - Sentences with different forms: statement, question, exclamation, command. Expanded noun phrases to describe and specify [for example, the blue butterfly]. Use present and past tense mostly correctly and consistently. **Handwriting** – Forms lower and upper-case letters of the correct size relative to others. Write capitals of the correct size, orientation and relationship to one another and to lowercase letters. Use spaces between words that reflects the size of the letters. Start using some of the diagonal and horizontal strokes needed to join letters. **Word** – Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. Add suffixes to spell longer words, including; ment, ness, ful, less, ly. Know the meaning of the following words: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. **Text cohesion** - Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry Make simple additions, revisions and corrections to their own writing. Read aloud what they have written with appropriate intonation to make the meaning clear.

	Summer Term 1			Summer Term 2		
Stimuli	**Seed to Plant by National Geographic Kids** 	**My Two Grannies by Foella Benjamin** 	**The Secret of Black Rock by Joe Todd-Stanton** 	**Mad Meals by Michael Rosen** 	**The True Story of the Three Little Pigs by Jon Scieszka** 	**Tourist Leaflet on Towns and Villages**
Key Writing Outcomes	Non Fiction- Non- Chronological report	Character comparison and Narrative Retell	Diary- Erin's adventure	Nonsense Poetry	Character change Story retell – twisted traditional tale	Persuasive leaflet
Key Writing Features	• Title • Introductory paragraph • Headings • Subheadings • Text boxes • Diagrams/pictures • Captions • Facts	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Character comparison - thoughts, feelings and appearance. • Setting descriptions • Time adverbials • Expanded noun phrases	• Date • Greeting • Past tense • First person (I, me, my) • Introduction paragraph • Describe events • Use time adverbials to order events. • Describe thoughts and feelings.	• Include a title. • Each line starts with a capital letter. • A comma usually at the end of each line. • Include three verses (starter, main and desert) • Use onomatopoeia and alliteration • Recite own poem clearly and with volume.	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Time adverbials • Expanded noun phrases	• Title • Subheadings • Slogans • Introduction/opening paragraph • Organised into paragraphs/text boxes • Reasons to support view stated and points explained/expanded • Emotive language • Persuasive words and phrases • Conclusion
Curriculum Objectives Covered	• Commas in a list • Present tense • Homophones and near-homophones • Questions/ exclamation marks	• Homophones- two, too, to • To be able to spell all Year 2 key words • Apostrophes for contractions and possession	• Time adverbials • Events in chronological order • Tenses: past and present. • Adjectives and expanded nouns (colourful semantics).	• Read poem with intonation and clear voice, including movement and gestures. • Expanded nouns. • Commands • Compound words	• To use expanded noun phrases • Exclamation, commands and statements.	• Commas in a list • Present tense • Homophones and near-homophones • Questions/ exclamation marks

	• Subordinating conjunctions • To be able to spell all Year 2 key words and add suffixes • Joined handwriting •	• Sentences as questions • Subordination and coordination • Focus on smaller handwriting and introduce all joins.	• Commas for lists. • Apostrophes for contraction (don't, shouldn't, can't, I'm), and apostrophes for possession. • To be able to spell all Year 2 key words • Conjunctions • Various sentences	• Rhyme. • To be able to spell all Year 2 key words • Adjectives, nouns and verbs (colourful semantics).	• Possessive apostrophes and contractions. • Commas in a list. • Conjunctions • To be able to spell all Year 2 key words • Add suffixes to spell longer words, including; ment, ness, ful, less, ly	• Subordinating conjunctions • To be able to spell all Year 2 key words and add suffixes • Joined handwriting
Oracy Opportunities	• **Listen and respond appropriately to adults and their peers** – – active listening, responding to the ideas of others, picking out key points and summarising, understanding complex multi-part instructions, and asking each other questions. • **Ask relevant questions to extend their understanding and knowledge –** – Show interest and ask lots of questions to find out specific information e.g. How do we know…? Why did…? • **Use relevant strategies to build their vocabulary –** – ask for the meaning of unknown words, and use newly introduced topic words appropriately in a sentence • **Select and use appropriate registers for effective communication –** – know that they need to use different styles of talk with different people (friends/teachers/visitors), • Spontaneous improvisation – acting out a scene from nature. Can we guess which plant or tree they are from their actions and through thought tracking?	• **Listen and respond appropriately to adults and their peers** – – Listens to others and is beginning to summarise some of the main points. – Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. • **Use relevant strategies to build their vocabulary –** – ask for the meaning of unknown words. – Use newly introduced topic words appropriately in a sentence. • **Articulate and justify answers, arguments and opinions –** – Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again." • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings –** – express personal feelings or recount experiences with clarity, begin to make connections between ideas or thoughts, summarise key points, and build descriptive vocabulary.	• **Listen and respond appropriately to adults and their peers** – – Listens to others and is beginning to summarise some of the main points. – Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. • **Ask relevant questions to extend their understanding and knowledge –** – showing an interest and asking lots of questions to find out specific information, using question words, understand and use open, closed and rhetorical questions. • **Use relevant strategies to build their vocabulary –** – ask for the meaning of unknown words, and use newly introduced topic words appropriately in a sentence • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas –** – Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences. • **Participate in discussion, presentations, performances, role play/improvisations and debates –**	• **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – Can sustain the attention of the listener e.g. will use eye contact and ask questions to involve and engage others. • **Speak audibly and fluently with increasing command of Standard English** – – Use speech that is consistently easy to understand and clear. – Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when. • **Participate in discussion, presentations, performances, role play/improvisations and debates –** – Is able to work in role and take on some of the characteristics and/or the voice of the character being played. – Will extend simple roles by expressing emotions. – Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary. • **Gain, maintain and monitor interest of the listener(s) –** – Will change their voice and use expression to engage the listener and	• **Listen and respond appropriately to adults and their peers** – – Listens to others and is beginning to summarise some of the main points. – Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. • **Use relevant strategies to build their vocabulary –** – ask for the meaning of unknown words. – Use newly introduced topic words appropriately in a sentence. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify answers, arguments and opinions – – Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again." • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings –** – express personal feelings or recount experiences with	• **Listen and respond appropriately to adults and their peers** – – Listens to others and is beginning to summarise some of the main points. – Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. • **Ask relevant questions to extend their understanding and knowledge** – Show interest and ask lots of questions to find out specific information e.g. How do we know…? Why did…? • **Use relevant strategies to build their vocabulary –** • ask for the meaning of unknown words. • Use newly introduced topic words appropriately in a sentence. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings –** – express personal feelings or recount experiences with clarity, begin to

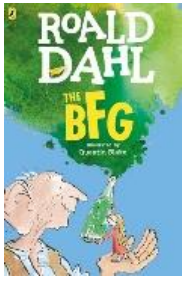
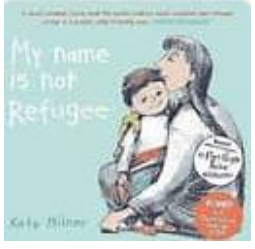
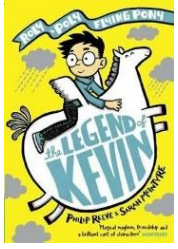
		• **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas –** – Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others –** – Knows that they need to use different styles of talk with different people e.g. friends (yeah, nice one, na) and teachers (yes, I'm happy with my writing, no), is able to greet visitors appropriately etc. • Role on the wall – character description including appearance, feelings and personality.	– Is able to work in role and take on some of the characteristics and/or the voice of the character being played. – Will extend simple roles by expressing emotions. – Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary. • Teacher in role – Erin's adventure.	keep them interested. • **Select and use appropriate registers for effective communication –** – know that they need to use different styles of talk with different people (friends/teachers/visitors), • Recite Mads Meals and their own poem clearly, with intonation and expression.	clarity, begin to make connections between ideas or thoughts, summarise key points, and build descriptive vocabulary. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas –** – Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences. • Freeze frame – five groups of children act out the five parts of the story using freeze frame to link each part.	make connections between ideas or thoughts, summarise key points, and build descriptive vocabulary. • **Speak audibly and fluently with increasing command of Standard English –** – Use speech that is consistently easy to understand and clear. – Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when. • Draw and talk famous monuments and geographical landmarks
Duration *(Estimated)*	*2 weeks*	*2 weeks*	*2-3 weeks*	*1 week*	*3 weeks*	*2 weeks*

YEAR 3 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

Year Group Objectives

Punctuation –
Introduction to inverted commas to punctuate direct speech Y3
Use of inverted commas and other punctuation to indicate direct speech: Y4
≈ a comma after the reporting clause
≈ end punctuation within inverted commas = example: The conductor shouted, "Sit down!"
Apostrophes to mark plural possession (e.g. the girl's name; the girls' names) Y4
Use of apostrophes to mark singular possession and contractions Y3
Use of commas after fronted adverbials Y4
Spelling - To be able to spell some/many/most Year 4 key words
Sentence structure - Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, adverbs e.g. then, next, soon, therefore Y3, prepositions e.g. before, after, during, in, because of Y3
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Y4
Fronted adverbials (e.g. Later that day, I heard the bad news) Y4
Handwriting – Forms lower and upper-case letters of the correct size relative to others
Begins to increase the legibility, consistency and quality of handwriting Y3
Continues to increase legibility, consistency and quality of joined handwriting Y4
Word – Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3
Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3
Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Y3
The grammatical difference between plural and possessive -s Y4
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Y4
Text cohesion - Introduction to paragraphs as a way to group related material Y3
Use of paragraphs to organise ideas around a theme Y4
Headings and subheadings to aid presentation Y3
Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Y3
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4

	Autumn Term 1			Autumn Term 2			
Stimuli	**The BFG- Roald Dahl** 		**The Boy, the Mole, the Fox and the horse- Charlie Mackesy**	**My name is not refugee- Kate Milner** 	**Stone Age Boy- Satoshi Kitamura**	**Legend of Kevin by Philip Reeve** 	**The Christmas Pine by Julia Donaldson**
Key Writing Outcomes	**Recipe-** Snozzcumber recipe	**Informal letter-** Letter from Sophie to warn friends about the giants	**Play scripts-** Write an additional scene	**Campaign speech –** protect the rights for all people.	**Narrative-** Create own version of Stone Age Boy	**Formal Letter-** Letter to the MP to promote children's rights	**Poetry-** Create own version of the Christmas pine
Key Writing Features	• Title • Introduction • Equipment • Ingredients • Method • Time adverbials • Imperative verbs • Adjectives • Adverbs • Picture/diagram	• Sender's name • Sender's address • Date • Informal greeting • Informal/chatty style – contractions • Emotive language – thoughts and feelings. • Fronted adverbials	See oracy objectives	• See oracy opportunities. • Introduction • Closing paragraph (What next?) • Formal language • Subject specific vocabulary • Emotive language- thoughts and feelings • Causal conjunctions • Rhetorical Questions	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Paragraphs around one theme	• Structure of a Letter • Sender's address- Right hand side • Recipient address- Left hand side • Date- under recipient's address • Formal Greeting	• Title • Stanza • Rhyming couplets • 1st Person • Verbs • Similes

		• First person pronouns • Written in paragraphs • Introductory paragraph • Conclusion paragraph • Rhetorical questions • Informal Send off		• Paragraphs • Adverbials	• Punctuation of direct speech • Third person • Past tense	• Formal closing- Signature and full name • Formal language • Impersonal tone • Rhetorical questions • First person • Paragraphs around one theme. • Emotive language- thoughts and feelings • Causal conjunctions	
Curriculum Objectives Covered	• Forms lower and upper-case letters of the correct size relative to others • To be able to spell some/many/most Year 3 key words • Begins to increase the legibility, consistency and quality of handwriting Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 • Headings and subheadings to aid presentation Y3	• Forms lower and upper-case letters of the correct size relative to others • To be able to spell some/many/most Year 3 key words • Use of apostrophes to mark singular possession and contractions Y3 • Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, • Begins to increase the legibility, consistency and quality of handwriting Y3 • Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 • Introduction to paragraphs as a way to group related material Y3	• Forms lower and upper-case letters of the correct size relative to others • To be able to spell some/many/most Year 3 key words • Begins to increase the legibility, consistency and quality of handwriting Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 • Headings and subheadings to aid presentation Y3	See oracy opportunities.	• To be able to spell some/many/most Year 3 key words • Introduction to inverted commas to punctuate direct speech Y3 • Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, • Forms lower and upper-case letters of the correct size relative to others • Begins to increase the legibility, consistency and quality of handwriting Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 • Introduction to paragraphs as a way to group related material Y3 • Fronted adverbials (e.g. Later that day, I heard the bad news) Y4 • Use of commas after fronted adverbials Y4 • Appropriate choice of pronoun or noun within and across	• To be able to spell some/many/most Year 3 key words • Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, • Forms lower and upper-case letters of the correct size relative to others • Begins to increase the legibility, consistency and quality of handwriting Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 • Introduction to paragraphs as a way to group related material Y3	• Forms lower and upper-case letters of the correct size relative to others • To be able to spell some/many/most Year 3 key words • Begins to increase the legibility, consistency and quality of handwriting Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3

					sentences to aid cohesion and avoid repetition Y4		
Oracy Opportunities	• **Ask relevant questions to extend their understanding and knowledge** – Will ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc. – Be aware of when a message is not clear and ask for an explanation. • **Use relevant strategies to build their vocabulary –** – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen and respond to others making connected comments and is beginning to extend the points made by others. – Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).	• **Use relevant strategies to build their vocabulary –** – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments –** – Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures.	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen and respond to others making connected comments and is beginning to extend the points made by others. – Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. • **Ask relevant questions to extend their understanding and knowledge** – Will ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc. – Be aware of when a message is not clear and ask for an explanation. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; 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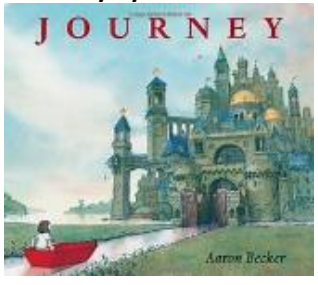
	events in a scientific observation; can explain how they feel about an issue and give reasons • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).			**initiating and responding to comments –** – Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures. • **Speak audibly and fluently with an increasing command of Standard English** – – Can speak clearly and fluently about a range of events. – Uses complex sentences to communicate clearly and explain further. • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. – Presents information in a structured way and is able to use specific vocabulary. • **Gain, maintain and monitor interest of the listener(s)** – – Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others** – – Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.	based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons	situation in response to a question or prompt. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons. • **Select and use appropriate registers for effective communication** – In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.	the character through speech (content, style, intonation and expression), gesture and movement. – Presents information in a structured way and is able to use specific vocabulary. • **Gain, maintain and monitor interest of the listener(s)** – – Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener. • **Select and use appropriate registers for effective communication** – In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.
Duration *(Estimated)*	*2 weeks*	*2 weeks*	*3 weeks*	*1 week*	*3 weeks*	*2 weeks*	*1 week*

YEAR 3 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

Year Group Objectives

Punctuation –
Introduction to inverted commas to punctuate direct speech Y3
Use of inverted commas and other punctuation to indicate direct speech: Y4
≈ a comma after the reporting clause
≈ end punctuation within inverted commas = example: The conductor shouted, "Sit down!"
Apostrophes to mark plural possession (e.g. the girl's name; the girls' names) Y4
Use of apostrophes to mark singular possession and contractions Y3
Use of commas after fronted adverbials Y4
Spelling - To be able to spell some/many/most Year 4 key words
Sentence structure - Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, adverbs e.g. then, next, soon, therefore Y3, prepositions e.g. before, after, during, in, because of Y3
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Y4
Fronted adverbials (e.g. Later that day, I heard the bad news) Y4
Handwriting – Forms lower and upper-case letters of the correct size relative to others
Begins to increase the legibility, consistency and quality of handwriting Y3
Continues to increase legibility, consistency and quality of joined handwriting Y4
Word – Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3
Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3
Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Y3
The grammatical difference between plural and possessive -s Y4
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Y4
Text cohesion - Introduction to paragraphs as a way to group related material Y3
Use of paragraphs to organise ideas around a theme Y4
Headings and subheadings to aid presentation Y3
Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Y3
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4

	Spring Term 1			Spring Term 2		
Stimuli	**Iron Man by Ted Hughes** 		**Journey by Aaron Becker** 	**The Twits by Roald Dahl** 		
Key Writing Outcomes	Explanation Text- Explanation text about their own robot	Descriptive poetry- Poem based around the return of Iron Man	Narrative- Write your own adventure story	Narrative- Design a new prank and write the chapter of the book	Persuasive letter- Letter to persuade Mr or Mrs Twit to stop pranking each other	News report- News report on one of the events from the story
Key Writing Features	• Title • Subheadings • Introductory paragraph • Technical Vocabulary • Diagram/illustration with labels • Time adverbials • Chronological order	• Stanzas • Rhythm • Repeating patterns • Similes • Metaphors • Alliteration • Personification • Powerful imagery • Repetition • Emotive language • Rhyme (optional)	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Paragraphs around one theme • Punctuation of direct speech • Third person • Past tense	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Paragraphs around one theme • Punctuation of direct speech	• Structure of a Letter • Sender's address- Right hand side • Recipient address- Left hand side • Date- under recipient's address • Formal Greeting • Formal closing- Signature and full name • Formal language	See oracy objectives

	• Causal Conjunctions • Conclusion • Usually present tense • Third person		• Varied conjunctions- when, before, after, while, so, because • Adverbs then, next, soon, therefore • Verbs ing/ed verbs • Prepositions before, after, during, in	• Third person • Past tense • Varied conjunctions- when, before, after, while, so, because • Adverbs then, next, soon, therefore • Verbs ing/ed verbs • Prepositions before, after, during, in •	• Impersonal tone • Rhetorical questions • First person • Paragraphs around one theme. • Emotive language- thoughts and feelings • Causal conjunctions • Persuasive language	
Curriculum Objectives Covered	• To be able to spell some/many/most Year 3 key words • Use of apostrophes to mark singular possession and contractions Y3 • Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, • Forms lower and upper-case letters of the correct size relative to others • Begins to increase the legibility, consistency and quality of handwriting Y3 • Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 • Introduction to paragraphs as a way to group related material Y3 • Headings and subheadings to aid presentation Y3 • Fronted adverbials (e.g. Later that day, I heard the bad news) Y4 • Use of commas after fronted adverbials Y4	• Forms lower and upper-case letters of the correct size relative to others • To be able to spell some/many/most Year 3 key words • Begins to increase the legibility, consistency and quality of handwriting Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3	• To be able to spell some/many/most Year 3 key words • Introduction to inverted commas to punctuate direct speech Y3 • Use of apostrophes to mark singular possession and contractions Y3 • Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, • adverbs e.g. then, next, soon, therefore Y3, • prepositions e.g. before, after, during, in, because of Y3 • Forms lower and upper-case letters of the correct size relative to others • Begins to increase the legibility, consistency and quality of handwriting Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 • Introduction to paragraphs as a way to group related material Y3 • Fronted adverbials (e.g. Later that day, I heard the bad news) Y4 • Use of commas after fronted adverbials Y4 • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4	• To be able to spell some/many/most Year 3 key words • Introduction to inverted commas to punctuate direct speech Y3 • Use of apostrophes to mark singular possession and contractions Y3 • Forms lower and upper-case letters of the correct size relative to others • Begins to increase the legibility, consistency and quality of handwriting Y3 • Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 • Introduction to paragraphs as a way to group related material Y3 • Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Y3 • Fronted adverbials (e.g. Later that day, I heard the bad news) Y4 • Use of commas after fronted adverbials Y4 • Appropriate choice of pronoun or noun within	• Forms lower and upper-case letters of the correct size relative to others • To be able to spell some/many/most Year 3 key words • Begins to increase the legibility, consistency and quality of handwriting Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 • Introduction to paragraphs as a way to group related material Y3 • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4 •	See oracy objectives

	• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4			and across sentences to aid cohesion and avoid repetition Y4		
Oracy Opportunities	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen and respond to others making connected comments and is beginning to extend the points made by others. – Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. • **Ask relevant questions to extend their understanding and knowledge** – Will ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc. – Be aware of when a message is not clear and ask for an explanation. • **Use relevant strategies to build their vocabulary –** – Uses a wider range of verbs	• **Use relevant strategies to build their vocabulary –** Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • **Maintain 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Duration *(Estimated)*	*2 weeks*	*2 weeks*	*3 weeks*	*2 weeks*	*2 weeks*	*1 week*

YEAR 3 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

Year Group Objectives

Punctuation –
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≈ end punctuation within inverted commas = example: The conductor shouted, “Sit down!”
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Use of apostrophes to mark singular possession and contractions Y3
Use of commas after fronted adverbials Y4
Spelling - To be able to spell some/many/most Year 4 key words
Sentence structure - Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, adverbs e.g. then, next, soon, therefore Y3, prepositions e.g. before, after, during, in, because of Y3
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Y4
Fronted adverbials (e.g. Later that day, I heard the bad news) Y4
Handwriting – Forms lower and upper-case letters of the correct size relative to others
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Continues to increase legibility, consistency and quality of joined handwriting Y4
Word – Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3
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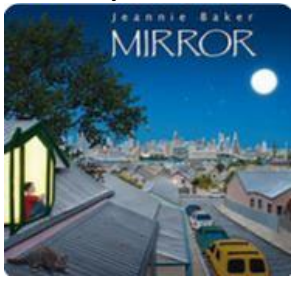
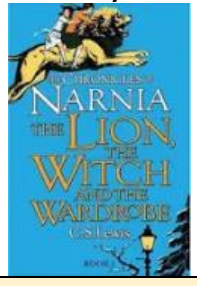
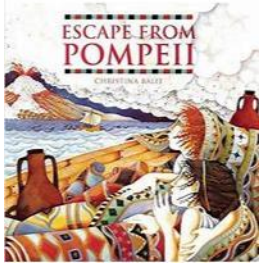
The grammatical difference between plural and possessive -s Y4
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Y4
Text cohesion - Introduction to paragraphs as a way to group related material Y3
Use of paragraphs to organise ideas around a theme Y4
Headings and subheadings to aid presentation Y3
Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Y3
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4

	Summer Term 1		**Summer Term 2**			
Stimuli	**Mirror by Jeannie Baker** 	**The Lion, The Witch & The Wardrobe by CS Lewis** 	**Escape from Pompeii by Christina Balit** 		**Dragonracers by Peter Bunzl** 	
Key Writing Outcomes	**Informal letters-**Write a letter to a character in the book describing their life- Character to then respond to write about theirs	**Narrative- What happens when you walk through the ‘wardrobe’? Overcoming the Monster**	**Diary Entry-** Diary entry to explain what happened the day of the eruption	**Non-Chronological report-** Report about Pompeii and the eruption?	**Persuasive poster**- Persuasive poster/advert for the dragon race.	**Persuasive advert-** create a persuasive advert for the dragon race.
Key Writing Features	• Sender’s name • Sender’s address • Date • Informal greeting • Informal/chatty style – contractions	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions	• Date • First person • Informal greeting • Informal language • Past tense • Introductory paragraph	• Title • Introductory paragraph • Headings • Subheadings • Text boxes	• Title • Subheadings • Slogans • Introduction/opening paragraph • Organised into paragraphs/text boxes	See oracy objectives

	• Emotive language – thoughts and feelings. • Fronted adverbials • First person pronouns • Written in paragraphs • Introductory paragraph • Conclusion paragraph • Rhetorical questions Informal Send off	• Paragraphs around one theme • Punctuation of direct speech • Third person • Past tense • Varied conjunctions- when, before, after, while, so, because • Adverbs then, next, soon, therefore • Verbs ing/ed verbs • Prepositions before, after, during, in •	• Describes events in chronological order • Paragraphs around one theme • Thoughts and feelings • Rhetorical questions • Time adverbials • Concluding paragraph	• Paragraphs around one theme • Diagrams/pictures • Captions • Causal conjunctions • Past Tense • Third person • Formal and impersonal tone • Technical and subject specific vocabulary	• Reasons to support view stated and points explained/expanded • Emotive language • Modal verbs • Rehetorical questions • Causal conjunctions • Persuasive words and phrases • Conclusion	
Curriculum Objectives Covered	• To be able to spell some/many/most Year 3 key words • Use of apostrophes to mark singular possession and contractions Y3 • Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, • adverbs e.g. then, next, soon, therefore Y3, • prepositions e.g. before, after, during, in, because of Y3 • Forms lower and upper-case letters of the correct size relative to others • Begins to increase the legibility, consistency and quality of handwriting Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 • Introduction to paragraphs as a way to group related material Y3 • Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Y3 • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4	• To be able to spell some/many/most Year 3 key words • Introduction to inverted commas to punctuate direct speech Y3 • Use of apostrophes to mark singular possession and contractions Y3 • Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, • adverbs e.g. then, next, soon, therefore Y3, • prepositions e.g. before, after, during, in, because of Y3 • Forms lower and upper-case letters of the correct size relative to others • Begins to increase the legibility, consistency and quality of handwriting Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 • Introduction to paragraphs as a way to group related material Y3 • Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Y3 • Fronted adverbials (e.g. Later that day, I heard the bad news) Y4 • Use of commas after fronted adverbials Y4 • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4	• To be able to spell some/many/most Year 3 key words • Introduction to inverted commas to punctuate direct speech Y3 • Use of apostrophes to mark singular possession and contractions Y3 • Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, • adverbs e.g. then, next, soon, therefore Y3, • prepositions e.g. before, after, during, in, because of Y3 • Forms lower and upper-case letters of the correct size relative to others • Begins to increase the legibility, consistency and quality of handwriting Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 • Introduction to paragraphs as a way to group related material Y3 • Use of the present perfect form of verbs instead of the simple	• Forms lower and upper-case letters of the correct size relative to others • To be able to spell some/many/most Year 3 key words • Begins to increase the legibility, consistency and quality of handwriting Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 • Introduction to paragraphs as a way to group related material Y3 • Headings and subheadings to aid presentation Y3 • Fronted adverbials (e.g. Later that day, I heard the bad news) Y4 • Use of commas after fronted adverbials Y4	• Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3 • Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Y3 • To be able to spell some/many/most Year 3 key words • Use of apostrophes to mark singular possession and contractions Y3 • Forms lower and upper-case letters of the correct size relative to others • Begins to increase the legibility, consistency and quality of handwriting Y3 • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3 • Introduction to paragraphs as a way to group related material Y3 • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4 • Use of precise nouns (e.g. alsatian for dog, people's names, technical/specific vocab) • A variety of descriptive and appropriate verbs • Adjectives add detail and are appropriate to the context • Correct use of capital letters, full stops, question marks, exclamation marks, commas in lists	See oracy objectives

			past (e.g. He has gone out to play contrasted with He went out to play) Y3 • Fronted adverbials (e.g. Later that day, I heard the bad news) Y4 • Use of commas after fronted adverbials Y4 • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4		• The structure of the writing supports the reader's understanding (e.g. chronological order, sequence, organisation as determined by writing genre and form)	
Oracy Opportunities	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen and respond to others making connected comments and is beginning to extend the points made by others. – Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen and respond to others making connected comments and is beginning to extend the points made by others. – Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. • **Use relevant strategies to build their vocabulary –** Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). • **Give well-structured descriptions, explanations and**	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen and respond to others making connected comments and is beginning to extend the points made by others. – Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. • **Use relevant strategies to build their vocabulary –** Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen and respond to others making connected comments and is beginning to extend the points made by others. – Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. • **Ask relevant questions to extend their understanding and knowledge** – Will ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc.	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen and respond to others making connected comments and is beginning to extend the points made by others. – Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. • **Ask relevant questions to extend their understanding and knowledge** – Will ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc. – Be aware of when a message is not clear and ask for an explanation. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Give well-structured descriptions, explanations and narratives for different**	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen and respond to others making connected comments and is beginning to extend the points made by others. – Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments –** – Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures.

		narratives for different purposes, including for expressing feelings– – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons	question or prompt. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons	– Be aware of when a message is not clear and ask for an explanation. • **Use relevant strategies to build their vocabulary –** – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas**	**purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons. • **Select and use appropriate registers for effective communication** – In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.	• **Speak audibly and fluently with an increasing command of Standard English** – – Can speak clearly and fluently about a range of events. – Uses complex sentences to communicate clearly and explain further. • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. – Presents information in a structured way and is able to use specific vocabulary. • **Gain, maintain and monitor interest of the listener(s)** – – Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others** – – Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.

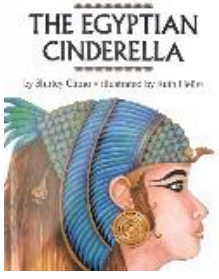
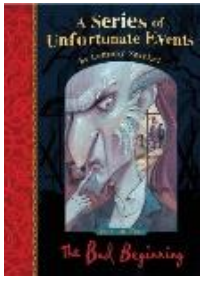
				– Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).		
Duration *(Estimated)*	*2 weeks*	*3 weeks*	*2 weeks*	*2 weeks*	*2 weeks*	*1 week*

YEAR 4 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

Year Group Objectives

Punctuation –
Introduction to inverted commas to punctuate direct speech Y3
Use of inverted commas and other punctuation to indicate direct speech: Y4
≈ a comma after the reporting clause
≈ end punctuation within inverted commas = example: The conductor shouted, "Sit down!"
Apostrophes to mark plural possession (e.g. the girl's name; the girls' names) Y4
Use of apostrophes to mark singular possession and contractions Y3
Use of commas after fronted adverbials Y4
Spelling - To be able to spell some/many/most Year 4 key words
Sentence structure - Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, adverbs e.g. then, next, soon, therefore Y3, prepositions e.g. before, after, during, in, because of Y3
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Y4
Fronted adverbials (e.g. Later that day, I heard the bad news) Y4
Handwriting – Forms lower and upper-case letters of the correct size relative to others
Begins to increase the legibility, consistency and quality of handwriting Y3
Continues to increase legibility, consistency and quality of joined handwriting Y4
Word – Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3
Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3
Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Y3
The grammatical difference between plural and possessive -s Y4
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Y4
Text cohesion - Introduction to paragraphs as a way to group related material Y3
Use of paragraphs to organise ideas around a theme Y4
Headings and subheadings to aid presentation Y3
Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Y3
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4

	Autumn Term 1			Autumn Term 2	
Stimuli	**The Egyptian Cinderella by Shirley Climo** 			**A Series of Unfortunate Events: The Bad Beginning by Lemony Snicket** 	
Key Writing Outcomes	Narrative: Retell the story of Egyptian Cinderella	Instructions: Mummifying a pharaoh	Non-Chronological Report: Egyptian Pharaoh	Persuasive letter: Persuade Mr Poe to move you away from Count Olaf	Narrative: write a sequel to the story of 'A Series of Unfortunate Events'.
Key Writing Features	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Paragraphs around one theme • Punctuation of direct speech	• Title • Introduction • A list of what you need - equipment • Method • Time adverbials • Imperative verbs • Prepositions • Chronological order • Conclusion • Rhetorical questions	• Title • Introductory paragraph • Headings • Subheadings • Text boxes • Paragraphs around one theme • Diagrams/pictures • Captions • Causal conjunctions • Past Tense	• Structure of a Letter • Sender's address- Right hand side • Recipient address- Left hand side • Date- under recipient's address • Formal Greeting • Formal closing- Signature and full name • Formal language • Impersonal tone • Rhetorical questions • First person • Paragraphs around one theme.	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Paragraphs around one theme • Punctuation of direct speech • Third person • Past tense

	• Third person • Past tense	• Pictures/diagrams (optional)	• Third person • Formal and impersonal tone • Technical and subject specific vocabulary	• Emotive language- thoughts and feelings • Causal conjunctions • Persuasive language	
Curriculum Objectives Covered	• Direct speech using inverted commas. • Writing for a purpose - Describe a setting, character and plot. • Expanded noun phrases • Use of paragraphs to organise ideas around a theme. • Use a dictionary to check spellings of words. • Spell some/most Year 3/4 spellings. • Use conjunctions, adverbs and prepositions to express time and cause. • Use co-ordination to join clauses. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Fronted adverbials • Apostrophe for possession. • Correctly use commas to separate items in a list.	• Spell some/most Year 3/4 spellings. • Fronted adverbials • Expressing time, place and cause using adverbs, prepositions. • Sub-headings to organise information. • Use co-ordination and some subordination to join clauses.	• Spell some/most Year 3/4 spellings. • To be able to spell some/many/most Year 3 and 4 key words • Use of the forms a or an according to whether the next word begins with a consonant or a vowel • Use paragraphs as a way to group related material • Headings and subheadings to aid presentation Y3 • Fronted adverbials followed by a comma	• Use co-ordination and some subordination to join clauses. • use fronted adverbials (followed by a comma) • Spell some/most Year 3/4 spellings. • Apostrophes for contractions and to show possession. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Sentence variations (exclamation, question, command). • Emotive language (thoughts and feelings) • Coordinating and subordinating conjunctions • Fronted adverbials • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	• Spell some/most Year 3/4 spellings. • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. • Use of paragraphs to organise ideas around a theme. • Punctuation of direct speech (comma after a reporting clause, end punctuation). • Figurative language – similes, personification, metaphor. • Use conjunctions, adverbs and prepositions to express time and cause. • Use co-ordination to join clauses. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Fronted adverbials • Apostrophe for possession and contractions. • Correctly use commas to separate items in a list.
Oracy Opportunities	• **Ask relevant questions to extend their understanding and knowledge** – Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. • **Use relevant strategies to build their vocabulary –** – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • **Articulate and justify answers, arguments and opinions –**	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen to others, work out which information is important and make relevant and related comments *e.g. returns to a key point and elaborates.* • **Use relevant strategies to build their vocabulary –** - Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • **Maintain attention and participate actively in collaborative conversations, staying**	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen to others, work out which information is important and make relevant and related comments *e.g. returns to a key point and elaborates.* • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. *can explain a sequence of events in a scientific*	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates. • **Ask relevant questions to extend their understanding and knowledge** – Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** - Presents information or personal feelings in a structured way, with key ideas	• **Ask relevant questions to extend their understanding and knowledge** – Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. • **Use relevant strategies to build their vocabulary –** - Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas

	– Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments –** - Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures.	**on topic and initiating and responding to comments –** -Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures. • **Speak audibly and fluently with an increasing command of Standard English** – – Can speak clearly and fluently about a range of events. – Uses complex sentences to communicate clearly and explain further. • **Gain, maintain and monitor interest of the listener(s)** – – Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener.	*observation; can explain how they feel about an issue and give reasons* • **Speak audibly and fluently with an increasing command of Standard English** – – Can speak clearly and fluently about a range of events. – Uses complex sentences to communicate clearly and explain further. • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. – Presents information in a structured way and is able to use specific vocabulary. • **Select and use appropriate registers for effective communication** – – In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.	highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). • **Consider and evaluate different viewpoints, attending to and building on the contributions of others** – – Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.	highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. – Presents information in a structured way and is able to use specific vocabulary.
Duration *(Estimated)*	*3 weeks*	*2 weeks*	*3 weeks (another week was needed in Aut2)*	*2 weeks*	*3 weeks*

YEAR 4 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

<table>
<tr><th colspan="7">Year Group Objectives</th></tr>
<tr><td colspan="7">Punctuation –
Introduction to inverted commas to punctuate direct speech Y3
Use of inverted commas and other punctuation to indicate direct speech: Y4
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≈ end punctuation within inverted commas = example: The conductor shouted, “Sit down!”
Apostrophes to mark plural possession (e.g. the girl’s name; the girls’ names) Y4
Use of apostrophes to mark singular possession and contractions Y3
Use of commas after fronted adverbials Y4
Spelling - To be able to spell some/many/most Year 4 key words
Sentence structure - Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, adverbs e.g. then, next, soon, therefore Y3, prepositions e.g. before, after, during, in, because of Y3
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Y4
Fronted adverbials (e.g. Later that day, I heard the bad news) Y4
Handwriting – Forms lower and upper-case letters of the correct size relative to others
Begins to increase the legibility, consistency and quality of handwriting Y3
Continues to increase legibility, consistency and quality of joined handwriting Y4
Word – Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3
Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3
Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Y3
The grammatical difference between plural and possessive -s Y4
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Y4
Text cohesion - Introduction to paragraphs as a way to group related material Y3
Use of paragraphs to organise ideas around a theme Y4
Headings and subheadings to aid presentation Y3
Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Y3
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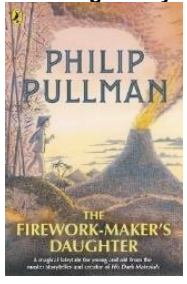
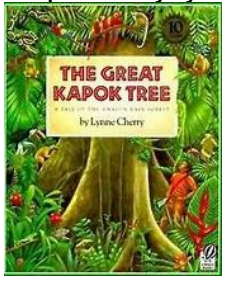
<tr><td></td><td colspan="3">Spring Term 1</td><td colspan="3">Spring Term 2</td></tr>
<tr><td>Stimuli</td><td colspan="3">Firework Marker’s Daughter by Philip Pullman
  </td><td colspan="3">The Great Kapok Tree by Lynne Cherry
  </td></tr>
<tr><td>Key Writing Outcomes</td><td>Informal letter: writing as Lila to her father saying she has run away to find the secret to become a firework maker</td><td>Classic poetry: Crocodile</td><td>Diary entry:</td><td>Non-chronological report</td><td>ICT curriculum - newspaper report on escaped tiger</td><td>Persuasive speech</td></tr>
<tr><td>Key Writing Features</td><td>• Sender’s name
• Sender’s address
• Date
• Informal greeting
• Informal/chatty style – contractions
• Emotive language – thoughts and feelings.
• Fronted adverbials
• First person pronouns
• Written in paragraphs</td><td>• Stanzas
• 8 lines
• Rhyme (ABAB CDCD)
• Set meter
• Descriptive vocabulary
• Capital letter for a new line</td><td>• Date
• First person
• Informal greeting
• Informal language
• Past tense
• Introductory paragraph
• Describes events in chronological order
• Paragraphs around one theme
• Thoughts and feelings</td><td>• Title
• Introductory paragraph
• Headings
• Subheadings
• Text boxes
• Paragraphs around one theme
• Diagrams/pictures
• Captions
• Causal conjunctions
• Past Tense</td><td>• Name of the newspaper
• Headline
• Reporters name and date
• Columns.
• Orientation paragraph including 5 Ws.
• Paragraphs in chronological order.</td><td>See oracy objectives</td></tr>
</table>

	• Introductory paragraph • Conclusion paragraph • Rhetorical questions • Informal Send off		• Rhetorical questions • Time adverbials • Concluding paragraph	• Third person • Formal and impersonal tone • Technical and subject specific vocabulary	• Direct/reported speech. • Formal language. • 3rd person. • Past tense • Images and captions. • Facts • Direct Speech with inverted commas • Reported Speech • Future Statement (What next?)	
Curriculum Objectives Covered	• Spell some/most Year 3/4 spellings. • Apostrophes for contractions and to show possession • Fronted adverbials followed by a comma • Suffixes • Emotive language • using the present perfect form of verbs in contrast to the past tense. • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	• Spell some/most Year 3/4 spellings. • composing and rehearsing sentences orally. • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • read aloud their own writing, to a group or the whole class, using appropriate • intonation and controlling the tone and volume so that the meaning is clear.	• Spell some/most Year 3/4 spellings. • Emotive language • Fronted adverbials (with commas) • To be able to spell some/many/most Year 3 and 4 key words • Use of apostrophes to mark singular possession and contractions • Expressing time, place and cause using: conjunctions. • adverbs e.g. then, next, soon, therefore • prepositions e.g. before, after, during, in, because of • Use of the forms a or an according to whether the next word begins with a consonant or a vowel. • Use paragraphs as a way to group related material. • Use of the present perfect form of verbs instead of the simple past • Fronted adverbials • Use of commas after fronted adverbials • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	• Spell some/most Year 3/4 spellings. • To be able to spell some/many/most Year 3 and 4 key words • Use of the forms a or an according to whether the next word begins with a consonant or a vowel • Use paragraphs as a way to group related material • Headings and subheadings to aid presentation Y3 • Fronted adverbials followed by a comma	• Spell some/most Year 3/4 spellings. • To be able to spell some/many/most Year 3 and 4 key words • The correct use of inverted commas to punctuate direct speech • To correctly use and understand reported speech • Use of apostrophes to mark singular possession and contractions • Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because. • adverbs e.g. then, next, soon, therefore • prepositions • Use of the forms a or an according to whether the next word begins with a consonant or a vowel. • Use paragraphs as a way to group related material • Fronted adverbials followed by a comma • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	See oracy objectives
Oracy Opportunities	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –**	• **Use relevant strategies to build their vocabulary –** – Uses a wider range of verbs and adverbs	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –**	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –**	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –**	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –**

	– Listen to others, work out which information is important and make relevant and related comments *e.g. returns to a key point and elaborates.* • **Ask relevant questions to extend their understanding and knowledge** – Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. *can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons* • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a	within their everyday and more formal speech and begins to understand the effect. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments –** - Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures. • **Speak audibly and fluently with an increasing command of Standard English** – – Can speak clearly and fluently about a range of events. – Uses complex sentences to communicate clearly and explain further. • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. – Presents information in a structured way and is able to use specific vocabulary. • **Gain, maintain and monitor interest of the listener(s)** – – Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can	– Listen to others, work out which information is important and make relevant and related comments *e.g. returns to a key point and elaborates.* • **Ask relevant questions to extend their understanding and knowledge** – Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. • **Use relevant strategies to build their vocabulary –** – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. *can explain a sequence of events in a scientific observation; can explain how they feel*	– Listen to others, work out which information is important and make relevant and related comments *e.g. returns to a key point and elaborates* • **Ask relevant questions to extend their understanding and knowledge** – Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. *can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons* • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments –** - Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures.	– Listen to others, work out which information is important and make relevant and related comments *e.g. returns to a key point and elaborates.* • **Ask relevant questions to extend their understanding and knowledge** – Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. • **Use relevant strategies to build their vocabulary –** – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Will sustain a role/scenario and is shows an understanding of the character through	– Listen to others, work out which information is important and make relevant and related comments *e.g. returns to a key point and elaborates.* • **Ask relevant questions to extend their understanding and knowledge** – Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. *can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons* • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments –**

	widening range of situations – both familiar and unfamiliar). • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. – Presents information in a structured way and is able to use specific vocabulary.	explain ideas in a manner appropriate to the listener. • **Select and use appropriate registers for effective communication** – – In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.	*about an issue and give reasons* • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).		speech (content, style, intonation and expression), gesture and movement. – Presents information in a structured way and is able to use specific vocabulary.	- Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures. • **Speak audibly and fluently with an increasing command of Standard English** – – Can speak clearly and fluently about a range of events. – Uses complex sentences to communicate clearly and explain further. • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. – Presents information in a structured way and is able to use specific vocabulary. • **Gain, maintain and monitor interest of the listener(s)** – – Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others** – – Make expanded comments with supporting detail in

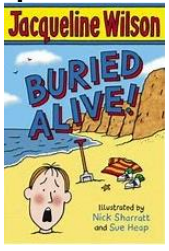
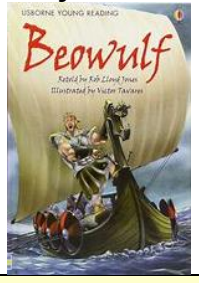
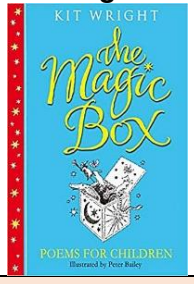
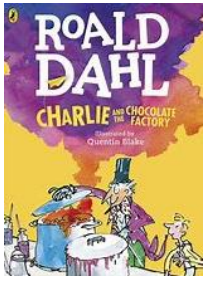
						response to others' viewpoints and say whether they agree or disagree and why. • **Select and use appropriate registers for effective communication** – – In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.
Duration *(Estimated)*	*2 weeks*	*1 week*	*2 weeks*	*2 weeks*	*2 weeks*	*2 weeks*

YEAR 4 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

Year Group Objectives

Punctuation –
Introduction to inverted commas to punctuate direct speech Y3
Use of inverted commas and other punctuation to indicate direct speech: Y4
≈ a comma after the reporting clause
≈ end punctuation within inverted commas = example: The conductor shouted, "Sit down!"
Apostrophes to mark plural possession (e.g. the girl's name; the girls' names) Y4
Use of apostrophes to mark singular possession and contractions Y3
Use of commas after fronted adverbials Y4
Spelling - To be able to spell some/many/most Year 4 key words
Sentence structure - Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because Y3, adverbs e.g. then, next, soon, therefore Y3, prepositions e.g. before, after, during, in, because of Y3
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Y4
Fronted adverbials (e.g. Later that day, I heard the bad news) Y4
Handwriting – Forms lower and upper-case letters of the correct size relative to others
Begins to increase the legibility, consistency and quality of handwriting Y3
Continues to increase legibility, consistency and quality of joined handwriting Y4
Word – Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Y3
Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Y3
Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Y3
The grammatical difference between plural and possessive -s Y4
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Y4
Text cohesion - Introduction to paragraphs as a way to group related material Y3
Use of paragraphs to organise ideas around a theme Y4
Headings and subheadings to aid presentation Y3
Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Y3
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4

	Summer Term 1			Summer Term 2		
Stimuli	**Buried Alive by Jacqueline Wilson** 	**Beowolf by Rob Lloyd Jones** 	**The Magic Box by Kit Wright** 	**Charlie and the Chocolate Factory by Roald Dahl** 		
Key Writing Outcomes	Diary entry	Narrative: Adventure story (create own)	Modern poem	Explanation Text: Creating own confectionary	Letter of Complaint	Playscripts
Key Writing Features	• Date • First person • Informal greeting • Informal language • Past tense • Introductory paragraph • Describes events in chronological order • Paragraphs around one theme • Thoughts and feelings • Rhetorical questions	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Paragraphs around one theme • Punctuation of direct speech • Third person	• Stanzas • Rhythm • Repeating patterns • Similes • Metaphors • Alliteration • Personification • Powerful imagery • Repetition • Emotive language • Rhyme (optional)	• Title • Subheadings • Introductory paragraph • Technical Vocabulary • Diagram/illustration with labels • Time adverbials • Chronological order • Causal Conjunctions • Conclusion • Usually present tense • Third person	• Structure of a Letter • Sender's address- Right hand side • Recipient address- Left hand side • Date- under recipient's address • Formal Greeting • Formal closing- Signature and full name • Formal language • Impersonal tone	See oracy objectives

	• Time adverbials • Concluding paragraph	• Past tense			• Rhetorical questions • First person • Paragraphs around one theme. • Emotive language- thoughts and feelings • Causal conjunctions	
Curriculum Objectives Covered	• Spell some/most Year 3/4 spellings. • Emotive language • Fronted adverbials (with commas) • To be able to spell some/many/most Year 3 and 4 key words • Use of apostrophes to mark singular possession and contractions • Expressing time, place and cause using: conjunctions. • adverbs e.g. then, next, soon, therefore • prepositions e.g. before, after, during, in, because of • Use of the forms a or an according to whether the next word begins with a consonant or a vowel. • Introduction to paragraphs as a way to group related material. • Use of the present perfect form of verbs instead of the simple past • Fronted adverbials • Use of commas after fronted adverbials • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	• Spell some/most Year 3/4 spellings. • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. • Use of paragraphs to organise ideas around a theme. • Punctuation of direct speech (comma after a reporting clause, end punctuation). • Figurative language – similes, personification, metaphor. • Use conjunctions, adverbs and prepositions to express time and cause. • Use co-ordination and subordination to join clauses. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Fronted adverbials followed by a comma • Apostrophe for possession and contractions. • Correctly use commas to separate items in a list.	• Spell some/most Year 3/4 spellings. • composing and rehearsing sentences orally. • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • read aloud their own writing, to a group or the whole class, using appropriate • intonation and controlling the tone and volume so that the meaning is clear.	• To be able to spell some/many/most Year 3 and 4 key words • Use of apostrophes to mark singular possession and contractions • Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because • Formation of nouns using a range of prefixes and suffixes • Use of the forms a or an according to whether the next word begins with a consonant or a vowel • Organise information into paragraphs • Headings and subheadings to aid presentation • Fronted adverbials followed by a comma. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	• To be able to spell some/many/most Year 3 and 4 key words • Use of apostrophes to mark singular possession and contractions • Use of the forms a or an according to whether the next word begins with a consonant or a vowel • Organise information into paragraphs • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	See oracy objectives
Oracy Opportunities	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen to others, work out which information is important and make relevant and related comments	• **Ask relevant questions to extend their understanding and knowledge** – Is beginning to recognise the difference between open and closed questions and is starting to	• **Use relevant strategies to build their vocabulary –** – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect.	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen to others, work out which information is important and make relevant and related comments	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listen to others, work out which information is important and make relevant and related comments	• **Use relevant strategies to build their vocabulary –** – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect.

	e.g. returns to a key point and elaborates. • **Ask relevant questions to extend their understanding and knowledge** – Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. • **Use relevant strategies to build their vocabulary –** – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. *can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons* • **Use spoken language to develop understanding through speculating,**	demonstrate that they can use/apply these appropriately. • **Use relevant strategies to build their vocabulary –** - Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). • **Participate in discussions, presentations, performances, role play/improvisations & debate** –	• **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments –** - Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures. • **Speak audibly and fluently with an increasing command of Standard English** – – Can speak clearly and fluently about a range of events. – Uses complex sentences to communicate clearly and explain further. • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. – Presents information in a structured way and is able to use specific vocabulary. • **Gain, maintain and monitor interest of the listener(s)** – – Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener.	*e.g. returns to a key point and elaborates.* • **Ask relevant questions to extend their understanding and knowledge** – Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. • **Use relevant strategies to build their vocabulary –** – Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement.	e.g. returns to a key point and elaborates. • **Ask relevant questions to extend their understanding and knowledge** – Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. • **Articulate and justify answers, arguments and opinions –** – Articulate and justify opinion on a character, event or situation in response to a question or prompt. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** - Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). • **Consider and evaluate different viewpoints, attending to and building on the**	• **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments –** - Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures. • **Speak audibly and fluently with an increasing command of Standard English** – – Can speak clearly and fluently about a range of events. – Uses complex sentences to communicate clearly and explain further. • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. – Presents information in a structured way and is able to use specific vocabulary. • **Gain, maintain and monitor interest of the listener(s)** – – Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener.

	hypothesising, imagining and exploring ideas – Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).	– Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. – Presents information in a structured way and is able to use specific vocabulary.	• **Select and use appropriate registers for effective communication** – – In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.	– Presents information in a structured way and is able to use specific vocabulary.	**contributions of others** – – Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why. •	• **Select and use appropriate registers for effective communication** – – In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.
Duration *(Estimated)*	*2 weeks*	*3 weeks*	*1 week*	*2 weeks*	*2 weeks*	*2 weeks*

YEAR 5 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

Year Group Objectives

Punctuation – Use of inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause, end punctuation within inverted commas, example: The conductor shouted, "Sit down!"), uses commas after fronted adverbials, uses commas to clarify meaning or avoid ambiguity in writing, uses brackets, dashes, or commas to indicate parenthesis, correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural

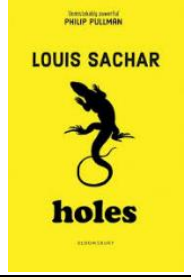
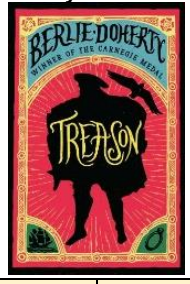
Spelling - Uses further prefixes and suffixes and understands how to add them, spells words with silent letters, continues to distinguish between homophones and other words which are often confused, be able to spell many year 5/6 spellings, use dictionaries to check the spelling and meaning of words

Sentence structure - Selects appropriate grammar and vocabulary, extends a range of sentences with more than one clause by using a wider range of conjunctions, uses relative clauses beginning with who, which, where, when, whose and that, uses consistent and correct use of tense, sentences are varied to avoid repetition e.g. simple, compound & complex sentences, noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Handwriting – Writes legibly, fluently and with increasing speed, chooses which shape of a letter to use when given choices and deciding whether or not to join specific lettersContinues to increase legibility, consistency and quality of joined handwriting Y4

Word – Describes settings, characters and atmosphere, integrates dialogues to convey characters and advance the action in narratives, chooses nouns and pronouns appropriately, uses conjunctions, adverbs and prepositions to express time cause, uses modal verbs or adverbs to indicate degrees of possibility, formation of new verbs using prefixes (e.g. re-, dis-, over-, un-, mis-, out-)Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Y4

Text cohesion - Begins to use a wide range of devices to build cohesion within and across paragraphs (adverbials (including fronted), pronouns, prepositional phrases), linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before], uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining, independently proofreads for spelling and punctuation errors, proposes changes to vocabulary, grammar and punctuation, assesses the effectiveness of their own and other's writing

	Autumn Term 1			Autumn Term 2		
Stimuli	**Holes by Louis Sachar** 			**In Flanders Field by John McRae**	**Treason by Berlie Doherty** 	
Key Writing Outcomes	**Persuasive leaflet** - Persuade parents to send their children to Camp Green Lake.	**Formal letter** - Persuade the Warden to let Stanley be released from Camp Green Lake.	**Non-Chronological report –** provide information about yellow-spotted lizards.	**Poetry – R**emembrance day performance poetry.	**Recount** – diary entry in role as main character.	**Narrative** - To write their own adventure story set in Tudor times based on Treason.
Key Writing Features	• Title • Subheadings • Slogans • Introduction/opening paragraph • Organised into paragraphs/text boxes • Reasons to support view stated and points explained/expanded • Emotive language • Modal verbs • Rehetorical questions • Causal conjunctions • Persuasive words and phrases • Conclusion	• Structure of a Letter • Sender's address- Right hand side • Recipient address- Left hand side • Date- under recipient's address • Formal Greeting • Formal closing- Signature and full name • Formal language • Impersonal tone • Rhetorical questions • First person • Paragraphs around one theme. • Emotive language- thoughts and feelings • Causal conjunctions	• Title • Introductory paragraph • Headings • Subheadings • Text boxes • Paragraphs around one theme • Diagrams/pictures • Captions • Causal conjunctions • Present Tense • Third person • Formal and impersonal tone • Technical and subject specific vocabulary • Glossary	• Stanzas • Rhythm • Repeating patterns • Similes • Metaphors • Alliteration • Personification • Powerful imagery • Repetition • Emotive language • Rhyme (optional)	• Date • First person • Informal greeting • Informal language • Past tense • Introductory paragraph • Describes events in chronological order • Paragraphs around one theme • Thoughts and feelings • Rhetorical questions • Time adverbials • Concluding paragraph	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Paragraphs around one theme • Dialogue with punctuation of direct speech • Past tense

Curriculum Objectives Covered	• Identifying the audience and purpose of the writing. • Using organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Select from a wide range of known imaginative and ambitious vocabulary. • Vary sentence length and word order confidently to sustain interest. • Use dictionaries to check the spelling and meaning of words. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • Uses commas after fronted adverbials. • Correctly uses full stops, capital letters, exclamation marks, question marks and commas for a list.	• Chooses nouns and pronouns appropriately. • Selects appropriate grammar and vocabulary. • Sentences are varied to avoid repetition e.g. simple, compound & complex sentences. • Uses commas after fronted adverbials. • Correctly uses full stops, capital letters, exclamation marks and question marks. • Begins to use a wide range of devices to build cohesion within and across paragraphs. • Independently proofreads for spelling and punctuation errors. • Assesses the effectiveness of their own and other's writing. • Continues to distinguish between homophones and other words which are often confused. • Writes legibly, fluently and with increasing speed.	• Chooses nouns and pronouns appropriately. • Selects appropriate grammar and vocabulary. • Uses consistent and correct use of tense. • Uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining. • Proposes changes to vocabulary, grammar and punctuation. • Continues to distinguish between homophones and other words which are often confused. • Use dictionaries to check the spelling and meaning of words. • Chooses which shape of a letter to use when given choices and deciding whether or not to join specific letters.	• Uses conjunctions, adverbs and prepositions. • Formation of new verbs using prefixes. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • Correctly uses full stops, capital letters, exclamation marks, question marks, commas and apostrophes. • Independently proofreads for spelling and punctuation errors. • Proposes changes to vocabulary, grammar and punctuation. • Assesses the effectiveness of their own and other's writing. • Uses further prefixes and suffixes and understands how to add them. • Spells words with silent letters. • Continues to distinguish between homophones and other words which are often confused. • Be able to spell many years 5/6 spellings.	• Describes settings, characters and atmosphere • Chooses nouns and pronouns appropriately • Uses consistent and correct use of tense. • Uses conjunctions, adverbs and prepositions to express time cause • Extends a range of sentences with more than one clause by using a wider range of conjunctions • Relative clauses • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • Correctly uses; full stops, capital letters, exclamation marks, question marks, commas for a list and <u>apostrophes for contracted forms and possessive singular and plural</u> • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms	• Describes settings, characters and atmosphere. • Integrates dialogues to convey characters and advance the action in narratives. • Chooses nouns and pronouns appropriately • Uses conjunctions, adverbs and prepositions to express time cause • Extends a range of sentences with more than one clause by using a wider range of conjunctions. • Uses consistent and correct use of tense. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • Use of inverted commas and other punctuation to indicate direct speech. • Uses commas after fronted adverbials. • Uses brackets, dashes, or commas to indicate parenthesis. • Begins to use a wide range of devices to build cohesion within and across paragraphs. • Proposes changes to vocabulary, grammar and punctuation.
Oracy Opportunities	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age** – Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking. • **Ask relevant questions to extend their understanding and knowledge**	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age** – Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking. • **Ask relevant questions to extend their understanding and knowledge**	• **Use relevant strategies to build their vocabulary** – Use a range of words related to time and measure. – Use a wide range of verbs to express their thoughts and explain cause/effect. – Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches,	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age** – Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings** – Presents information or personal feelings coherently	• **Ask relevant questions to extend their understanding and knowledge** – Is able to pose increasingly thoughtful questions to both their peers and to adults. – Identify clearly when they haven't understood and be specific about what additional information they need.	• **Articulate and justify answers, arguments and opinions** ○ Articulate clearly and justify more complex opinions and answers about a character, event or situation. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings**

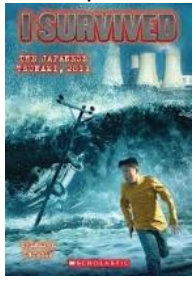
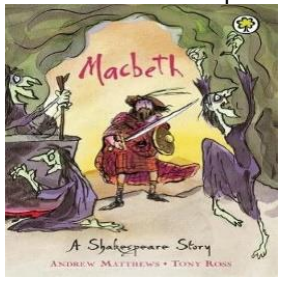
	– Is able to pose increasingly thoughtful questions to both their peers and to adults. – Identify clearly when they haven't understood and be specific about what additional information they need. • **Use relevant strategies to build their vocabulary** – Use a range of words related to time and measure. – Use a wide range of verbs to express their thoughts and explain cause/effect. – Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings** – Presents information or personal feelings coherently selecting memorable details including specific vocabulary. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – Will stay on topic and is beginning to be more a selective about how much and which details to include in order to keep the listener interested. – Keep conversations going with a range of	– Is able to pose increasingly thoughtful questions to both their peers and to adults. – Identify clearly when they haven't understood and be specific about what additional information they need. • **Articulate and justify answers, arguments and opinions** – Articulate clearly and justify more complex opinions and answers about a character, event or situation. • **Participate in discussions, presentations, performances, role play/improvisations & debates** – Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation. – Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others** – Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others.	arguments and debates. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – Will stay on topic and is beginning to be more a selective about how much and which details to include in order to keep the listener interested. – Keep conversations going with a range of people in different situations. • **Participate in discussions, presentations, performances, role play/improvisations & debates** – Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific.	selecting memorable details including specific vocabulary. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – Will stay on topic and is beginning to be more a selective about how much and which details to include in order to keep the listener interested. – Keep conversations going with a range of people in different situations. • **Gain, maintain and monitor interest of the listener(s)** – Understands the importance of intonation and expression in their own and others' talk and how a change of volume or tone can re-focus or grab the listener's attention. – Add/remove detail depending on information known about the listener. – Understand the interests of the listener. • **Select and use appropriate registers for effective communication** – Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly.	• **Use relevant strategies to build their vocabulary** – Use a range of words related to time and measure. – Use a wide range of verbs to express their thoughts and explain cause/effect. – Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates. • **Articulate and justify answers, arguments and opinions** – Articulate clearly and justify more complex opinions and answers about a character, event or situation. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings** – Presents information or personal feelings coherently selecting memorable details including specific vocabulary. • **Participate in discussions, presentations, performances, role play/improvisations & debates** – Is able to develop a role and understands that the character will respond differently and display different	– Presents information or personal feelings coherently selecting memorable details including specific vocabulary. • **Participate in discussions, presentations, performances, role play/improvisations & debates** – Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation. • Listen and respond to others and make contributions which are relevant and may add challenge to ideas *e.g. poses thoughtful alternatives that extend peers' thinking.* • Is able to pose increasingly thoughtful questions to both their peers and to adults. • Evaluate the effectiveness and impact of their own and others' word choices. *e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates.* • Presents information or personal feelings coherently selecting memorable details including specific vocabulary. • Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation.

	people in different situations. –				‘sides’ to them depending on the situation. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others** – Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others.	
Duration *(Estimated)*	2 weeks	2 weeks	3 weeks	1 week	2 weeks	3 weeks

YEAR 5 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

Year Group Objectives
Punctuation – Use of inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause, end punctuation within inverted commas, example: The conductor shouted, "Sit down!"), uses commas after fronted adverbials, uses commas to clarify meaning or avoid ambiguity in writing, uses brackets, dashes, or commas to indicate parenthesis, correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural **Spelling** - Uses further prefixes and suffixes and understands how to add them, spells words with silent letters, continues to distinguish between homophones and other words which are often confused, be able to spell many year 5/6 spellings, use dictionaries to check the spelling and meaning of words **Sentence structure** - Selects appropriate grammar and vocabulary, extends a range of sentences with more than one clause by using a wider range of conjunctions, uses relative clauses beginning with who, which, where, when, whose and that, uses consistent and correct use of tense, sentences are varied to avoid repetition e.g. simple, compound & complex sentences, noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) **Handwriting** – Writes legibly, fluently and with increasing speed, chooses which shape of a letter to use when given choices and deciding whether or not to join specific lettersContinues to increase legibility, consistency and quality of joined handwriting Y4 **Word** – Describes settings, characters and atmosphere, integrates dialogues to convey characters and advance the action in narratives, chooses nouns and pronouns appropriately, uses conjunctions, adverbs and prepositions to express time cause, uses modal verbs or adverbs to indicate degrees of possibility, formation of new verbs using prefixes (e.g. re-, dis-, over-, un-, mis-, out-)Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Y4 **Text cohesion** - Begins to use a wide range of devices to build cohesion within and across paragraphs (adverbials (including fronted), pronouns, prepositional phrases), linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before], uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining, independently proofreads for spelling and punctuation errors, proposes changes to vocabulary, grammar and punctuation, assesses the effectiveness of their own and other's writing

	Spring Term 1		Spring Term 2		
Stimuli	I survived a Japanese Tsunami 	The Flood 	Stories from Shakespeare 		
Key Writing Outcomes	**Explanation text** - To create an explanation text about tsunamis.	**Narrative** - To write a full narrative based on a flood using the stimulus of the picture book.	**Poetry** – To write an imagery poem inspired by Macbeth.	**Recount** – to write a diary entry in role as a character from Macbeth.	**Play script** – To write a play script inspired by William Shakespeare.
Key Writing Features	• Title • Subheadings • Introductory paragraph • Technical Vocabulary • Diagram/illustration with labels • Time adverbials • Chronological order • Causal Conjunctions • Conclusion • Usually present tense • Third person •	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Paragraphs around one theme • Punctuation of direct speech • Third person • Past tense	• Rhyming couplets • Stanzas • Alliteration • Metaphors • Similes • Personification • 14 Lines	• Date • First person • Informal greeting • Informal language • Past tense • Introductory paragraph • Describes events in chronological order • Paragraphs around one theme • Thoughts and feelings • Rhetorical questions • Time adverbials • Concluding paragraph	See oracy objectives

Curriculum Objectives Covered	• Chooses nouns and pronouns appropriately • Uses conjunctions, adverbs and prepositions to express time. • Uses modal verbs or adverbs to indicate degrees of possibility • Formation of new verbs using prefixes. • Selects appropriate grammar and vocabulary. • Extends a range of sentences with more than one clause by using a wider range of conjunctions. • Uses relative clauses beginning with who, which, where, when, whose and that. • Uses consistent and correct use of tense. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • Uses commas after fronted adverbials. • Uses commas to clarify meaning or avoid ambiguity in writing. • Uses brackets, dashes, or commas to indicate parenthesis • Correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural. • Begins to use a wide range of devices to build cohesion within and across paragraphs. • Linking ideas across paragraphs using adverbials of time, place and number. • Uses further organisational and presentational devices to structure text and to guide the reader; e.g. headings. • Spells words with silent letters.	• Describes settings, characters and atmosphere • Integrates dialogues to convey characters and advance the action. • Uses conjunctions, adverbs and prepositions to express time. • Uses modal verbs or adverbs to indicate degrees of possibility.. • Formation of new verbs using prefixes. • Extends a range of sentences with more than one clause by using a wider range of conjunctions. • Uses relative clauses beginning with who, which, where, when, whose and that. • Uses consistent and correct use of tense. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • Use of inverted commas and other punctuation to indicate speech. • Uses commas after fronted adverbials. • Uses brackets, dashes, or commas to indicate parenthesis • Correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural. • Begins to use a wide range of devices to build cohesion within and across paragraphs using: adverbials, pronouns and prepositional phrases. • Independently proofreads for spelling and punctuation errors. • Proposes changes to vocabulary, grammar and punctuation. • Assesses the effectiveness of their own and other's writing.	• Uses conjunctions, adverbs and prepositions. • Formation of new verbs using prefixes. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • Correctly uses full stops, capital letters, exclamation marks, question marks, commas and apostrophes. • Independently proofreads for spelling and punctuation errors. • Proposes changes to vocabulary, grammar and punctuation. • Assesses the effectiveness of their own and other's writing. • Uses further prefixes and suffixes and understands how to add them. • Spells words with silent letters. • Continues to distinguish between homophones and other words which are often confused. • Be able to spell many years 5/6 spellings.	• Describes settings, characters and atmosphere • Chooses nouns and pronouns appropriately • Uses consistent and correct use of tense. • Uses conjunctions, adverbs and prepositions to express time cause • Extends a range of sentences with more than one clause by using a wider range of conjunctions • Relative clauses • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • Correctly uses;full stops, capital letters, exclamation marks, question marks, commas for a list and <u>apostrophes for contracted forms and possessive singular and plural</u> • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms	• Chooses nouns and pronouns appropriately. • Uses conjunctions, adverbs and prepositions to express time cause. • Uses modal verbs or adverbs to indicate degrees of possibility • Uses brackets, dashes, or commas. • Correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possession. • Uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings and bullet points. • Uses further prefixes and suffixes.
Oracy Opportunities	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age** – Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking. • **Ask relevant questions to extend their understanding and knowledge** – Is able to pose increasingly thoughtful questions to both their peers and to adults. – Identify clearly when they haven't understood and be specific about what additional information they need. • **Use relevant strategies to build their vocabulary**	• **Use relevant strategies to build their vocabulary** – Use a range of words related to time and measure. – Use a wide range of verbs to express their thoughts and explain cause/effect. – Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates. • **Articulate and justify answers, arguments and opinions** – Articulate clearly and justify more complex opinions and answers about a character, event or situation. • **Give well-structured descriptions, explanations and narratives for different**	• **Articulate and justify answers, arguments and opinions** – Articulate clearly and justify more complex opinions and answers about a character, event or situation. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings** – Presents information or personal feelings coherently selecting memorable details	• **Ask relevant questions to extend their understanding and knowledge** – Is able to pose increasingly thoughtful questions to both their peers and to adults. – Identify clearly when they haven't understood and be specific about what additional information they need. • **Use relevant strategies to build their vocabulary**	• **Articulate and justify answers, arguments and opinions** ○ Articulate clearly and justify more complex opinions and answers about a character, event or situation. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings** – Presents information or personal feelings coherently selecting memorable details

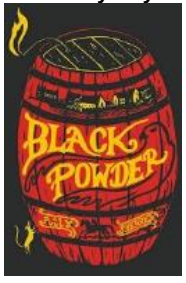
	– Use a range of words related to time and measure. – Use a wide range of verbs to express their thoughts and explain cause/effect. – Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – Will stay on topic and is beginning to be more a selective about how much and which details to include in order to keep the listener interested. – Keep conversations going with a range of people in different situations. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect • **Participate in discussions, presentations, performances, role play/improvisations & debates** – Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific.	**purposes, including for expressing feelings** – Presents information or personal feelings coherently selecting memorable details including specific vocabulary. • **Participate in discussions, presentations, performances, role play/improvisations & debates** – Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation.	including specific vocabulary. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – Will stay on topic and is beginning to be more a selective about how much and which details to include in order to keep the listener interested. – Keep conversations going with a range of people in different situations. • **Participate in discussions, presentations, performances, role play/improvisations & debates** – Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation. • **Gain, maintain and monitor interest of the listener(s)** – Understands the importance of intonation and expression in their own and others' talk and how a change of volume or tone can re-focus or grab the listener's attention. – Add/remove detail depending on information known about the listener. – Understand the interests of the listener. • **Select and use appropriate registers**	– Use a range of words related to time and measure. – Use a wide range of verbs to express their thoughts and explain cause/effect. – Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates. • **Articulate and justify answers, arguments and opinions** – Articulate clearly and justify more complex opinions and answers about a character, event or situation. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings** – Presents information or personal feelings coherently selecting memorable details including specific vocabulary. • **Participate in discussions, presentations, performances, role play/improvisations & debates** – Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation. – Is able to present information clearly using an introduction, relevant ideas and a conclusion.	including specific vocabulary. • **Participate in discussions, presentations, performances, role play/improvisations & debates** – Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others** – Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others. • **Select and use appropriate registers for effective communication** – Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly.

			for effective communication – Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly.	Vocabulary is well-chosen and specific.	
Duration *(Estimated)*	2 weeks	3 weeks	2 weeks		3 weeks

YEAR 5 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

Year Group Objectives
Punctuation – Use of inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause, end punctuation within inverted commas, example: The conductor shouted, "Sit down!"), uses commas after fronted adverbials, uses commas to clarify meaning or avoid ambiguity in writing, uses brackets, dashes, or commas to indicate parenthesis, correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural **Spelling** - Uses further prefixes and suffixes and understands how to add them, spells words with silent letters, continues to distinguish between homophones and other words which are often confused, be able to spell many year 5/6 spellings, use dictionaries to check the spelling and meaning of words **Sentence structure** - Selects appropriate grammar and vocabulary, extends a range of sentences with more than one clause by using a wider range of conjunctions, uses relative clauses beginning with who, which, where, when, whose and that, uses consistent and correct use of tense, sentences are varied to avoid repetition e.g. simple, compound & complex sentences, noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) **Handwriting** – Writes legibly, fluently and with increasing speed, chooses which shape of a letter to use when given choices and deciding whether or not to join specific lettersContinues to increase legibility, consistency and quality of joined handwriting Y4 **Word** – Describes settings, characters and atmosphere, integrates dialogues to convey characters and advance the action in narratives, chooses nouns and pronouns appropriately, uses conjunctions, adverbs and prepositions to express time cause, uses modal verbs or adverbs to indicate degrees of possibility, formation of new verbs using prefixes (e.g. re-, dis-, over-, un-, mis-, out-)Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Y4 **Text cohesion** - Begins to use a wide range of devices to build cohesion within and across paragraphs (adverbials (including fronted), pronouns, prepositional phrases), linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before], uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining, independently proofreads for spelling and punctuation errors, proposes changes to vocabulary, grammar and punctuation, assesses the effectiveness of their own and other's writing

	Summer Term 1			Summer Term 2		
Stimuli	**Black Powder by Ally Sherrick** 			**The last bear by Hannah Gold** 		
Key Writing Outcomes	**Diary/Recount** - To write a diary from Tom's perspective.	**Informal letter** – To write an informal letter from Tom to Grandma.	**Debate –** should Tom follow through with Falcon's plan? Linked to RR.	**Non-chronological report** – on an endangered animal of their choice.	**Narrative** – To write a narrative based around their endangered animal.	**Persuasive campaign poster** – raise awareness of the impact on climate change.
Key Writing Features	• Title • Introductory paragraph • Key events written chronologically • Time adverbials • Written in past tense • Third person pronouns • Organised into paragraphs with subheadings. • Include key facts and information about main achievements, early life and family • Conclusion paragraph.	• Sender's address • Date • Personal/friendly greeting • Informal language • Contractions • Points explained in detail • Paragraphs around one theme • Rhetorical questions • Personal/friendly sign off • First Person		• Title • Introductory paragraph • Headings • Subheadings • Text boxes • Paragraphs around one theme • Diagrams/pictures • Captions • Causal conjunctions • Present Tense • Third person • Formal and impersonal tone • Technical and subject specific vocabulary • Glossary	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Paragraphs around one theme • Punctuation of direct speech • Third person Past tense	• Title • Introduction/opening paragraph • Organised into paragraphs • Reasons to support view stated and points explained/expanded • Emotive language • Modal verbs • Rehetorical questions • Causal conjunctions • Persuasive words and phrases • Conclusion

Curriculum Objectives Covered	• Uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining. • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Chooses nouns and pronouns appropriately. • Uses conjunctions, adverbs and prepositions to express time cause. • Uses modal verbs or adverbs to indicate degrees of possibility • Uses brackets, dashes, or commas. • Correctly uses; full stops, capital letters, exclamation marks, question marks, commas for a list and <u>apostrophes for contracted forms and possessive singular and plural</u> • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms	• Uses conjunctions, adverbs and prepositions to express time cause. • Uses modal verbs or adverbs to indicate degrees of possibility • Uses brackets, dashes, or commas. • Correctly uses; full stops, capital letters, exclamation marks, question marks, commas for a list and <u>apostrophes for contracted forms and possessive singular and plural</u> • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms		• Organisational structures e.g. headings, bullet points and underlining. • Commas for a list • Apostrophes for contraction • Apostrophes for possessive singular & plural • Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) • Parenthesis • Relative clauses • Direct speech punctuated correctly with comma after the reporting clause. • Expanded noun phrases • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms	• Describes settings, characters and atmosphere • Integrates dialogues to convey characters and advance the action. • Uses conjunctions, adverbs and prepositions to express time. • Uses modal verbs or adverbs to indicate degrees of possibility.. • Formation of new verbs using prefixes. • Extends a range of sentences with more than one clause by using a wider range of conjunctions. • Uses relative clauses beginning with who, which, where, when, whose and that. • Uses consistent and correct use of tense. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • Use of inverted commas and other punctuation to indicate speech. • Uses commas after fronted adverbials. • Uses brackets, dashes, or commas to indicate parenthesis • Correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural. • Begins to use a wide range of devices to build cohesion within and across paragraphs using: adverbials, pronouns and prepositional phrases. • Independently proofreads for spelling and punctuation errors. • Proposes changes to vocabulary, grammar and punctuation. Assesses the effectiveness of their own and other's writing.	• Uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining • Correctly uses;full stops, capital letters, exclamation marks, question marks, commas for a list and <u>apostrophes for contracted forms and possessive singular and plural</u> • Expanded noun phrases • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms • Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) • Commas for a list • Apostrophes for contraction • Apostrophes for possessive singular & plural • Sentences are varied to avoid repetition e.g. simple, compound & complex sentences. • Extends a range of sentences with more than one clause by using a wider range of conjunctions

Oracy Opportunities	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age** – Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking • **Use relevant strategies to build their vocabulary** – Use a range of words related to time and measure. – Use a wide range of verbs to express their thoughts and explain cause/effect. – Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates. • **Articulate and justify answers, arguments and opinions** – Articulate clearly and justify more complex opinions and answers about a character, event or situation. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect • **Participate in discussions, presentations,**	• **Use relevant strategies to build their vocabulary** – Use a range of words related to time and measure. – Use a wide range of verbs to express their thoughts and explain cause/effect. – Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates. • **Articulate and justify answers, arguments and opinions** – Articulate clearly and justify more complex opinions and answers about a character, event or situation. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings** – Presents information or personal feelings coherently selecting memorable details including specific vocabulary. • **Participate in discussions, presentations, performances, role play/improvisations & debates** – Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation. – Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific.	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age** – Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking • **Ask relevant questions to extend their understanding and knowledge** – Is able to pose increasingly thoughtful questions to both their peers and to adults. – Identify clearly when they haven't understood and be specific about what additional information they need. • **Use relevant strategies to build their vocabulary** – Use a range of words related to time and measure. – Use a wide range of verbs to express their thoughts and explain cause/effect. – Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates. • **Articulate and justify answers, arguments and opinions** – Articulate clearly and justify more complex opinions and answers about a character, event or situation. • **Maintain attention and participate actively in collaborative**	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age** ○ Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking • **Ask relevant questions to extend their understanding and knowledge** – Is able to pose increasingly thoughtful questions to both their peers and to adults. – Identify clearly when they haven't understood and be specific about what additional information they need. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings** – Presents information or personal feelings coherently selecting memorable details including specific vocabulary. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – Will stay on topic and is beginning to be more a selective about how much and which details to include in order to keep the listener interested.	• **Articulate and justify answers, arguments and opinions** – Articulate clearly and justify more complex opinions and answers about a character, event or situation. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings** – Presents information or personal feelings coherently selecting memorable details including specific vocabulary. • **Participate in discussions, presentations, performances, role play/improvisations & debates** – Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation.	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age** – Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking • **Ask relevant questions to extend their understanding and knowledge** – Is able to pose increasingly thoughtful questions to both their peers and to adults. – Identify clearly when they haven't understood and be specific about what additional information they need. • **Use relevant strategies to build their vocabulary** – Use a range of words related to time and measure. – Use a wide range of verbs to express their thoughts and explain cause/effect. – Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating**

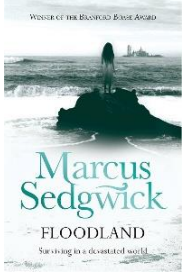
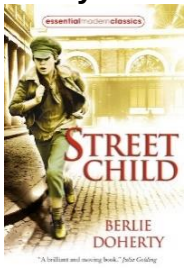
	performances, role play/improvisations & debates – Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific.		**conversations, staying on topic and initiating and responding to comments** – Will stay on topic and is beginning to be more a selective about how much and which details to include in order to keep the listener interested. – Keep conversations going with a range of people in different situations. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect • **Participate in discussions, presentations, performances, role play/improvisations & debates** – Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation. – Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific. • **Gain, maintain and monitor interest of the listener(s)** – Understands the importance of intonation and expression in their own and others' talk and how a change of volume or tone can re-focus or	– Keep conversations going with a range of people in different situations. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect • **Participate in discussions, presentations, performances, role play/improvisations & debates** – Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others** – Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others. • **Select and use appropriate registers for effective communication** – Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct		**and responding to comments** – Will stay on topic and is beginning to be more a selective about how much and which details to include in order to keep the listener interested. – Keep conversations going with a range of people in different situations. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect • **Participate in discussions, presentations, performances, role play/improvisations & debates** – Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific. • **Gain, maintain and monitor interest of the listener(s)** – Understands the importance of intonation and expression in their own and others' talk and how a change of volume or tone can re-focus or grab the listener's attention.

			grab the listener's attention. – Add/remove detail depending on information known about the listener. – Understand the interests of the listener. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others** – Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others. • **Select and use appropriate registers for effective communication** – Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly.	adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly.		– Add/remove detail depending on information known about the listener. – Understand the interests of the listener. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others** – Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others. – • **Select and use appropriate registers for effective communication** – Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly.
Duration *(Estimated)*	*2 weeks*	*2 weeks*	*1 week*	*2 weeks*	*2 weeks*	*2 weeks*

YEAR 6 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

Year Group Objectives
Punctuation - Use the range of KS2 punctuation mostly correctly: full stops, capital letters, question marks, commas for a list, apostrophes for contraction, apostrophes for possessive singular & plural, exclamation marks, inverted commas, commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing), parenthesis (brackets, commas, dashes), semi-colons, colons, dashes, hyphens, and ellipsis. **Spelling** - Uses prefixes and suffixes and understands how to add them, spells words with silent letters, distinguish between homophones and other words which are often confused, spells most year 3/4 spellings, and spells most year 5/6 spellings. **Sentence Structure** – Selects appropriate grammar and vocabulary to write for a range of purposes and audiences, describes settings, characters and atmosphere in narratives **Handwriting** - Maintains legibility in joined handwriting when writing at speed. **Word** - Integrates dialogues to convey characters and advance the action in narratives, uses hyphens to clarify meanings in words, and distinguishes between the language of speech and writing and chooses the appropriate register, **Text cohesion** - Uses a wide range of devices to build cohesion within and across paragraphs (conjunctions, time and place adverbials & fronted adverbials, pronouns, relative clauses, prepositional phrases), select vocabulary and grammatical structures which suit the piece of writing (contractions in dialogue in narrative, passive verbs, modal verbs), uses verb tenses consistently and correctly, correct level of formality (e.g in narrative, informal for dialogue), and maintains level of formality and precise language throughout writing.

	Autumn Term 1					Autumn Term 2			
Stimuli	**Broken: Rock, Paper Scissors** 	**Floodland by Marcus Sedgwick** 		**Stephen Lawrence** 		**Street Child by Berlie Doherty** 			**Christmas Advertisements**
Key Writing Outcomes	**Narrative** – Retell of the video short	**Narrative** – Setting description of Norwich	**Fiction** – Persuasive speech in role as Zoe to explain why she should become the leader	**News Report** – recount of the ending of Floodland	**Poetry** – Anti-racism modern performance poetry	**Recount –** Diary entry in the role of Jim	**Recount –** Informal letter in the role of Jim	**Narrative –** predict and write a story ending	**Narrative** – write a play script and record a Christmas advertisement
Key Writing Features	• Opening • Build-up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Paragraphs around one theme • Punctuation of direct speech • Dialogue • Third person • Past tense	• Five senses to describe the setting • Figurative language • Describe the atmosphere • Paragraphs around one theme • Adverbs • Adjectives • Third person	• Alliteration • Facts • Opinions • Rhetorical questions • Emotive language • Statistics • Persuasive language • Paragraphs around one theme • First person	See oracy objectives	• Stanzas • Rhythm • Repeating patterns • Similes • Metaphors • Alliteration • Personification • Powerful imagery • Repetition • Emotive language • Rhyme (optional)	• Date • First person • Informal greeting • Informal language • Past tense • Introductory paragraph • Describes events in chronological order • Paragraphs around one theme • Thoughts and feelings • Rhetorical questions	• Sender's address • Date • Personal/friendly greeting • Informal language • Contractions • Points explained in detail • Paragraphs around one theme • Rhetorical questions • Personal/friendly sign off • First Person	• Resolution • Ending • Paragraphs around one theme • Punctuation of direct speech • Dialogue • Third person • Past tense	See oracy objectives

						• Time adverbials • Concluding paragraph			
Curriculum Objectives Covered	• Use a dictionary to check spellings and meanings • Use a thesaurus to find synonyms and antonyms • Compound sentences • Complex sentences • Fronted adverbials • Punctuation of direct speech • Dialogue to show character and advance the action • Describe setting, character and atmosphere • Identifying and correctly demarcating sentences • Adverbs	• Relative clauses • Parenthesis • Fronted adverbials • Figurative language – Metaphor – Personification – Simile • Describes setting and atmosphere • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms – Adverbs	• Persuasive devices • Relative clauses • Parenthesis • Repetition • Cohesion – Nouns and pronouns – Adverbials of time, place and number – Conjunctions • Distinguish between facts and opinion • Commas for a list • Figurative language – Metaphor – Simile – Hyperbole – Idiom • Level of formality • Apostrophes for contractions • Apostrophes for possession	See oracy objectives	• Emotive language • Figurative language – Alliteration – Hyperbole – Idiom – Metaphor – Onomatopoeia – Personification – Simile • Cohesion – Pronouns – Synonyms • Apostrophes for contractions • Apostrophes for possession • Commas for lists • Modal verbs	• Relative clauses • Parenthesis • Semicolons to extend sentences • Dashes to extend sentences • Level of formality • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms • Describe setting, character and atmosphere • Apostrophes for contractions • Apostrophes for possession	• Relative clauses • Parenthesis • Semicolons to extend sentences • Dashes to extend sentences • Level of formality • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms • Ellipsis • Describe setting, character and atmosphere • Apostrophes for contractions • Apostrophes for possession	• Semicolons to extend sentences • Dashes to extend sentences • Relative clauses • Parenthesis • Punctuation of direct speech • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms • Describe setting, character and atmosphere • Apostrophes for contractions • Apostrophes for possession	See oracy objectives
Oracy Opportunities	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas and responds appropriately with:	• **Use relevant strategies to build their vocabulary –** – Evaluate the effectiveness and impact of their own and others' word choices and consider	• **Participate in discussions, presentations, performances, role play/improvisations & debate –** – Demonstrates the ability to adapt a character to different scenarios and is able	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas and responds appropriat	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas and responds	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas and	• **Can use a wide range respond appropriately to adults and their peers- listen for periods appropriate to their age** – Listens attentively to ideas and responds appropriately with:	• **Can use a wide range respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas and responds appropriately with: positive comments,

	positive comments, observant suggestions and challenges. – Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious. • **Use relevant strategies to build their vocabulary –** – Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument. – Know that words can have more than one meaning. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Tell elaborate and	alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument. – Know that words can have more than one meaning. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Tell elaborate and entertaining stories. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – – Is able to structure their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language	to sustain a role effectively. – Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – – Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real life situations. • **Speak audibly and fluently with an increasing command of Standard English** –	ely with: positive comments, observant suggestions and challenges. – Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious. • **Ask relevant questions to extend their understanding and knowledge** – ○ Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical. • **Use relevant strategies to build their vocabulary –** – Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect	appropriately with: positive comments, observant suggestions and challenges. – Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious. • **Ask relevant questions to extend their understanding and knowledge** – ○ Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical. • **Use relevant strategies to build their vocabulary –** – Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and	and responds appropriately with: positive comments, observant suggestions and challenges. – Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious. • **Ask relevant questions to extend their understanding and knowledge** – ○ Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical. • **Use relevant strategies to build their vocabulary –**	responds appropriately with: positive comments, observant suggestions and challenges. – Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious. • **Ask relevant questions to extend their understanding and knowledge** – ○ Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical. • **Use relevant strategies to build their vocabulary –** – Evaluate the effectiveness and impact of	positive comments, observant suggestions and challenges. – Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious. • **Use relevant strategies to build their vocabulary –** – Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument. – Know that words can have more than one meaning. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Tell elaborate and	observant suggestions and challenges. – Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious. • **Use relevant strategies to build their vocabulary –** – Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument. – Know that words can have more than one meaning. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – – Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate

	entertaining stories. • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively. – Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context. • **Gain, maintain and monitor interest of the listener(s)** – – Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience. • **Select and use appropriate registers for effective communication** – – In a range of situations is able to adapt language	choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect). • **Speak audibly and fluently with an increasing command of Standard English** – – Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations.	– Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations.	e.g. explains how and why words and phrases have been adapted for an argument. – Know that words can have more than one meaning. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises and reports back findings in a logical order, supported by well-chosen relevant details. • **Maintain attention and participate actively in collaborative**	why words and phrases have been adapted for an argument. – Know that words can have more than one meaning. • **Articulate and justify answers, arguments and opinions** – – Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – – Is able to structure their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-	– Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument. – Know that words can have more than one meaning. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – – Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude,	their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument. – Know that words can have more than one meaning. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – – Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider,	entertaining stories. • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively. – Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context. • **Gain, maintain and monitor interest of the listener(s)** – – Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience. • **Select and use appropriate registers for effective communication** – • In a range of situations is able to adapt language style and register to	about possible outcomes in narrative and real life situations. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others** – – Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.

	style and register to suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal)			**conversations, staying on topic and initiating and responding to comments** – – Is able to structure their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect). • **Consider and evaluate different viewpoints, attending to and building on the contributions of others** – – Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.	verbal gestures (such as deliberate pause/delay for effect). • **Speak audibly and fluently with an increasing command of Standard English** – – Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations. • **Gain, maintain and monitor interest of the listener(s)** – – Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience. • **Consider and evaluate different viewpoints, attending to and building on the contributions of others** – – Interpret and respond to different viewpoints	guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real life situations.	deduce, expect) to speculate about possible outcomes in narrative and real life situations.	suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal).	

					by building on contributions of others' and formulating questions to deepen understanding.				
Duration *(Estimated)*	*2 weeks*	*2 weeks*		*1 week*	*1 week*	*2 weeks*	*2 weeks*	*2 weeks*	*1 week*

YEAR 6 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

Year Group Objectives

Punctuation - Use the range of KS2 punctuation mostly correctly: full stops, capital letters, question marks, commas for a list, apostrophes for contraction, apostrophes for possessive singular & plural, exclamation marks, inverted commas, commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing), parenthesis (brackets, commas, dashes), semi-colons, colons, dashes, hyphens, and ellipsis.

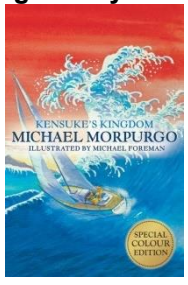
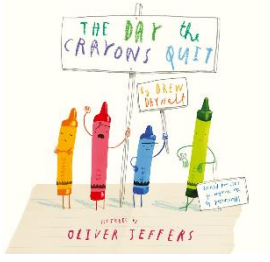
Spelling - Uses prefixes and suffixes and understands how to add them, spells words with silent letters, distinguish between homophones and other words which are often confused, spells most year 3/4 spellings, and spells most year 5/6 spellings.

Sentence Structure – Selects appropriate grammar and vocabulary to write for a range of purposes and audiences, describes settings, characters and atmosphere in narratives

Handwriting - Maintains legibility in joined handwriting when writing at speed.

Word - Integrates dialogues to convey characters and advance the action in narratives, uses hyphens to clarify meanings in words, and distinguishes between the language of speech and writing and chooses the appropriate register,

Text cohesion - Uses a wide range of devices to build cohesion within and across paragraphs (conjunctions, time and place adverbials & fronted adverbials, pronouns, relative clauses, prepositional phrases), select vocabulary and grammatical structures which suit the piece of writing (contractions in dialogue in narrative, passive verbs, modal verbs), uses verb tenses consistently and correctly, correct level of formality (e.g in narrative, informal for dialogue), and maintains level of formality and precise language throughout writing.

	Spring Term 1				Spring Term 2		
Stimuli	**Kensuke's Kingdom by Michael Morpurgo**  				**The Day the Crayons Quit by Drew Daywalt**  		
Key Writing Outcomes	**Balanced Argument** – Should Michael and his family travel around the world?	**Non-Chronological Report** – How to survive on a desert island	**Narrative** – Character description of Michael/Kensuke (to be incorporated in the recount)	**Narrative** – First person recount in role as Michael/Kensuke/Stella	**Fiction** – Informal letter in role as Duncan to a crayon of their choosing	**Fiction** – Informal letter of complaint in role as a classroom object addressed to the Year 6 children	**Fiction** – Formal letter in role as our head teacher in response to their informal letter
Key Writing Features	• Title • Introductory paragraph • Arguments for • Arguments against • Points explained using evidence • Conclusion (including own opinion) • Present tense • Third person • Causal conjunctions • Formal tone • Modal verbs • Technical vocabulary	• Title • Introductory paragraph • Headings • Subheadings • Text boxes • Paragraphs around one theme • Diagrams/pictures • Captions • Causal conjunctions • Present Tense • Third person • Formal and impersonal tone • Technical and subject specific vocabulary • Glossary	• Powerful adjectives • Expanded noun phrases • Prepositional phrases • Use of the five senses • Describe character using dialogue and actions	• Character descriptions • Setting descriptions • Paragraphs around one theme • Punctuation of direct speech • Dialogue • Past tense • First person • Thoughts and feelings	• Sender's address • Date • Friendly greeting • Sign off • Informal language • Personal/chatty tone • Contractions • First person • Paragraphs around one theme	• Sender's address • Date • Friendly greeting • Sign off • Informal language • Personal/chatty tone • Contractions • First person • Paragraphs around one theme	• Sender's address • Date • Recipients address • Formal greeting • Formal sign off • Formal language • Impersonal tone • Rhetorical questions • First person • Paragraphs around one theme

Curriculum Objectives Covered	• Commas for a list • Apostrophes for contraction • Apostrophes for possessive singular & plural • Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) • Parenthesis • Relative clauses • Semicolons to extend sentences • Dashes to extend sentences • Level of formality • Hyphenated words • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms	• Organisational structures • Colons • Bullet Points • Commas for a list • Apostrophes for contraction • Apostrophes for possessive singular & plural • Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) • Parenthesis • Relative clauses • Semicolons to extend sentences • Dashes to extend sentences • Level of formality • Hyphenated words • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms	• Apostrophes for contraction • Apostrophes for possessive singular & plural • Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) • Parenthesis • Relative clauses • Semicolons to extend sentences • Dashes to extend sentences • Hyphenated words • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms • Punctuation of direct speech • Dialogue to show character and advance the action • Describes character • Expanded noun phrases	• Semicolons to extend sentences • Dashes to extend sentences • Relative clauses • Parenthesis • Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) • Dialogue to show character and advance the action • Punctuation of direct speech • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms • Describe setting, character and atmosphere • Apostrophes for contractions • Apostrophes for possession • Hyphenated words • Expanded noun phrases	• Apostrophes for contraction • Apostrophes for possessive singular & plural • Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms • Dashes to extend sentences • Expanded noun phrases • Level of formality • Hyphenated words • Modal verbs • Active and passive • Ellipses	• Apostrophes for contraction • Apostrophes for possessive singular & plural • Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms • Dashes to extend sentences • Expanded noun phrases • Level of formality • Hyphenated words • Modal verbs • Active and passive • Ellipses	• Apostrophes for possessive singular & plural • Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) • Commas for lists • Parenthesis • Relative clauses • Semicolons to extend sentences • Dashes to extend sentences • Hyphenated words • Question marks • Colons • Cohesion ○ Conjunctions ○ Time and place adverbials ○ Fronted adverbials ○ Prepositional phrases ○ Pronouns ○ Synonyms • Level of formality • Hyphenated words • Modal verbs • Active and passive
Oracy Opportunities	• **Can use a wide range respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. – Notice and comment not	• **Ask relevant questions to extend their understanding and knowledge** – ○ Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical. • **Use relevant strategies to build their vocabulary –** – Evaluate the effectiveness	• **Use relevant strategies to build their vocabulary –** ○ Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument.	• **Can use a wide range respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. – Notice and comment not	• **Can use a wide range respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. – Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious.	• **Can use a wide range respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. – Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious.	• **Can use a wide range respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. – Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious.

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explanations and narratives for different purposes, including for expressing feelings–** – Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises and reports back findings in a logical order, supported by well-chosen relevant details. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and**	○ Know that words can have more than one meaning. • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – – Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real life situations.	only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious. • **Ask relevant questions to extend their understanding and knowledge** – ○ Is 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	taking notice of the opinion of others. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises and reports back findings in a logical order, supported by well-chosen relevant details. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – – Is able to structure their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures	**responding to comments** – – Is able to structure their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect). • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – – Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real life situations.		the opinion of others.	well-chosen relevant details.	well-chosen relevant details.	well-chosen relevant details.

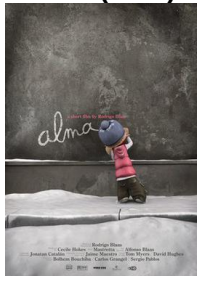
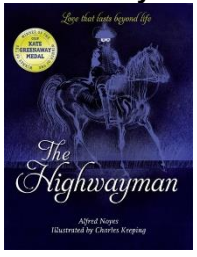
	(such as deliberate pause/delay for effect). • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – – Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real life situations. • **Speak audibly and fluently with an increasing command of Standard English** – – Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations • **Consider and evaluate different viewpoints, attending to and building on the contributions of others** –						

	– Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.						
Duration *(Estimated)*	*1.5 weeks*	*1.5 weeks*	*1.5 weeks*	*1.5 weeks*	*2 weeks*	*2 weeks*	*2 weeks*

YEAR 6 LONG TERM PLAN (LTP) 2024 - 2025

FICTION/NARRATIVE **NON-FICTION** **POETRY**

Year Group Objectives
Punctuation - Use the range of KS2 punctuation mostly correctly: full stops, capital letters, question marks, commas for a list, apostrophes for contraction, apostrophes for possessive singular & plural, exclamation marks, inverted commas, commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing), parenthesis (brackets, commas, dashes), semi-colons, colons, dashes, hyphens, and ellipsis. **Spelling** - Uses prefixes and suffixes and understands how to add them, spells words with silent letters, distinguish between homophones and other words which are often confused, spells most year 3/4 spellings, and spells most year 5/6 spellings. **Sentence Structure** – Selects appropriate grammar and vocabulary to write for a range of purposes and audiences, describes settings, characters and atmosphere in narratives **Handwriting** - Maintains legibility in joined handwriting when writing at speed. **Word** - Integrates dialogues to convey characters and advance the action in narratives, uses hyphens to clarify meanings in words, and distinguishes between the language of speech and writing and chooses the appropriate register, **Text cohesion** - Uses a wide range of devices to build cohesion within and across paragraphs (conjunctions, time and place adverbials & fronted adverbials, pronouns, relative clauses, prepositional phrases), select vocabulary and grammatical structures which suit the piece of writing (contractions in dialogue in narrative, passive verbs, modal verbs), uses verb tenses consistently and correctly, correct level of formality (e.g in narrative, informal for dialogue), and maintains level of formality and precise language throughout writing.

	Summer Term 1			Summer Term 2		
Stimuli	**Journey of a Red Blood Cell (Information Text)** 	**Alma (2009)** 	**Avatar (2009) and Avatar: The Way of Water (2022)** 	**Christmas Truce of 1914 (Sainsbury's Advert)** 	**How to Survive Year 6** **(examples of texts written by Year 6 children in previous years)**	**The Highway Man by Alfred Noyes** 
Key Writing Outcomes	**Explanation Text** – recount in role of a red blood cell travelling through the human body	**Narrative** – retell of the video short	**Non-Chronological Report** - explain a new-found planet and the animals and insects that live there.	**Narrative** – retell of the video short	**Explanation Text** – information for the current Year 5 children to read, advising them on how to do well in Year 6	**Poetry** – Create a narrative poem
Key Writing Features	• Introductory paragraph • First person • Past tense • Informal chatty tone • Chronological order • Adverbials of time to sequence • Thoughts and feelings • Describe events in detail • Rhetorical questions • Concluding paragraph	• Opening • Build up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Paragraphs around one theme • Punctuation of direct speech	• Title • Introductory paragraph • Headings • Subheadings • Text boxes • Paragraphs around one theme • Diagrams/pictures • Captions • Causal conjunctions • Present Tense	• Opening • Build up • Dilemma • Resolution • Ending • Character descriptions • Setting descriptions • Paragraphs around one theme • Punctuation of direct speech	• Introductory paragraph • First person • Past tense • Informal chatty tone • Chronological order • Adverbials of time to sequence • Thoughts and feelings • Describe events in detail • Rhetorical questions	• Stanzas • Rhythm • Repeating patterns • Similes • Metaphors • Alliteration • Personification • Powerful imagery • Repetition • Emotive language • Rhyme (optional)

		• Dialogue • Third person • Present tense	• Third person • Formal and impersonal tone • Technical and subject specific vocabulary • Glossary	• Dialogue • Third person • Present tense	• Concluding paragraph	
Curriculum Objectives Covered	• Commas for a list • Apostrophes for contraction • Apostrophes for possessive singular & plural • Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) • Parenthesis • Relative clauses • Dashes to extend sentences • Level of formality • Hyphenated words • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms • Modal verbs • Expanded noun phrases • Active and passive • Subjunctive form • Adverbs	• Apostrophes for contraction • Apostrophes for possessive singular & plural • Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) • Paragraphs around one theme • Relative clauses • Parenthesis • Fronted adverbials • Figurative language • Metaphor • Personification • Simile • Describes setting, character and atmosphere • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms • Adverbs • Punctuation of direct speech • Dialogue to show character and advance the action • Ellipses • Active and passive • Subjunctive form • Adverbs	• Organisational structures • Colons • Bullet Points • Commas for a list • Apostrophes for contraction • Apostrophes for possessive singular & plural • Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) • Parenthesis • Relative clauses • Semicolons to extend sentences • Dashes to extend sentences • Level of formality • Hyphenated words • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms • Adverbs • Active and passive • Subjunctive form	• Apostrophes for contraction • Apostrophes for possessive singular & plural • Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) • Paragraphs around one theme • Relative clauses • Parenthesis • Fronted adverbials • Figurative language • Metaphor • Personification • Simile • Describes setting, character and atmosphere • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms • Adverbs • Punctuation of direct speech • Dialogue to show character and advance the action • Ellipses • Active and passive • Subjunctive form • Adverbs	• Commas for a list • Apostrophes for contraction • Apostrophes for possessive singular & plural • Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing) • Parenthesis • Relative clauses • Dashes to extend sentences • Level of formality • Hyphenated words • Cohesion – Conjunctions – Time and place adverbials – Fronted adverbials – Prepositional phrases – Pronouns – Synonyms • Modal verbs • Expanded noun phrases • Active and passive • Subjunctive form • Adverbs	• Emotive language • Figurative language – Alliteration – Hyperbole – Idiom – Metaphor – Onomatopoeia – Personification – Simile • Cohesion – Pronouns – Synonyms • Apostrophes for contractions • Apostrophes for possession • Commas for lists • Modal verbs
Oracy Opportunities	• **Can use a wide range respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. – Notice and comment not only on what is said but how it is	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges.	• **Ask relevant questions to extend their understanding and knowledge** – – Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical.	• **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas and responds appropriately with: positive comments, observant	• **Ask relevant questions to extend their understanding and knowledge** o Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical.	• **Can use a wide range respond appropriately to adults and their peers- listen for periods appropriate to their age –** – Listens attentively to ideas and responds appropriately with: positive comments, observant

	said e.g. beginning to understand sarcasm when it is obvious. • **Articulate and justify answers, arguments and opinions** – – Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises and reports back findings in a logical order, supported by well-chosen relevant details. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – – Is able to structure their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect). • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – – Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real life situations. • **Participate in discussions, presentations, performances,**	– Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious. • **Use relevant strategies to build their vocabulary –** – Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument. – Know that words can have more than one meaning. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Tell elaborate and entertaining stories. • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively. – Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context. • **Gain, maintain and monitor interest of the listener(s)** – – Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience.	• **Articulate and justify answers, arguments and opinions** – – Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises and reports back findings in a logical order, supported by well-chosen relevant details. • **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** – – Is able to structure their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect). • **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** – – Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose,	suggestions and challenges. – Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious. • **Use relevant strategies to build their vocabulary –** – Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument. – Know that words can have more than one meaning. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Tell elaborate and entertaining stories. • **Participate in discussions, presentations, performances, role play/improvisations & debate** – – Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively. – Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context.	• **Articulate and justify answers, arguments and opinions** – – Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others. • **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings–** – Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises and reports back findings in a logical order, 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information and a range of non-verbal gestures (such as deliberate pause/delay for effect). • **Speak audibly and fluently with an increasing command of Standard English** – – Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations • **Gain, maintain and monitor interest of the listener(s)** – – Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience.

	role play/improvisations & debate – – Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context.	• **Select and use appropriate registers for effective communication** – – In a range of situations is able to adapt language style and register to suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal)	conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real life situations.	• **Gain, maintain and monitor interest of the listener(s)** – – Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience. • **Select and use appropriate registers for effective communication** – – In a range of situations is able to adapt language style and register to suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal)	– Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real life situations.	
Duration *(Estimated)*	*2 weeks*	*2 weeks*	*2 weeks*	*2 weeks*	*2 weeks*	*2 weeks*

Appendix 1 – progression in writing.

Writing In YR	Write 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					
Writing in	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

Phonic & Whole Word Spelling	spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones	• spell further homophones • spell words that are often misspelt – see English appendix 1	• spell further homophones • spell words that are often misspelt – see English appendix 1	• spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	• spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other Word Building - Spelling	• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in appendix 1	• learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in appendix 1	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription		• write from memory simple	• write from memory simple	• write from memory simple		

	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	sentences, dictated by the teacher, that include words and punctuation taught so far	sentences, dictated by the teacher, that include words and punctuation taught so far		
Handwriting	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these	• form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task

Contexts for Writing		• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	• saying out loud what they are going to write about • composing a sentence orally before writing it	• planning or saying out loud what they are going to write about	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure	• noting and developing initial ideas, drawing on reading and research where necessary	• noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	• sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	• selecting appropriate grammar and vocabulary, understanding how such choices can change and • enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices	• selecting appropriate grammar and vocabulary, understanding how such choices can change and • enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices

					to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Editing Writing	• discuss what they have written with the teacher or other pupils	• evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and

					writing and choosing the appropriate register • proofread for spelling and punctuation errors	writing and choosing the appropriate register • proofread for spelling and punctuation errors
Performing Writing	• read their writing aloud, clearly enough to be heard by their peers and the teacher	• read aloud what they have written with appropriate intonation to make the meaning clear	• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary	• leaving spaces between words • joining words and joining clauses using 'and'	• expanded noun phrases to describe and specify [for example, the blue butterfly]	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility
Grammar (edited)	• regular plural suffices (-s, -es) • verb suffices where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs	• sentences with different forms: statement, question, exclamation, command • the present and past tenses	• using the present perfect form, of verbs in contrast to the past tense • form nouns using prefixes	• using the present perfect form, of verbs in contrast to the past tense • form nouns using prefixes	• using the perfect form of verbs to mark relationships of time and cause • using relative clauses	• recognizing vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

	• to combine words to make sentences, including using and sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (.? !) • capital letters for names and pronoun I	correctly and consistently including the progressive form • subordination (when, if) and co-ordination (but, and) • some features of written standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possessions	(super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble	(super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble	beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number	• using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipses
Punctuation (edited)	• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Using a capital letter for names of people, places, the days of the week, and the pronoun 'I'	• learning how to use both familiar and new punctuation correctly, including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	• using punctuated directly speech (inverted commas)	• using punctuated directly speech (inverted commas)	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list punctuation bullets points consistently
Grammatical Terminology	Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, (or 'speech marks')	Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, (or 'speech marks')	Model verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points

Appendix 2 – lesson cover sheet example

Year 6	Term: Spring 1
Text type: Fiction	
Writing purpose:	
Balanced argument for and against sailing around the world.	
Writing opportunities:	
WALT 1: Explore the features of a balanced argument	
WALT 2: Use causal conjunctions	
WALT 3: Explore reasons for and against sailing around the world	
WALT 4: Plan a balanced argument	
WALT 5: Write a balanced argument	
Key features:	
Title – clearly explains what the argument is about and may be a question.	
Opening paragraph to introduce the argument.	
Written in paragraphs.	
Clear arguments for and against.	
Concluding paragraph that includes the writer's own opinion.	
Points are made and backed up with supporting evidence.	
Written in formal and technical language.	
Uses causal conjunctions and adverbials to support argument.	
My writing targets:	

Year 2	Term: Summer 2	Unit 1
Text type: Fiction		

Writing purpose:	**Target:**
Character description Story retell – twisted traditional tale	

Writing opportunities:	
WALT 1: Make sensible predictions.	
WALT 2: Use apostrophes for possession.	
WALT 3: Identify the features of a character description.	
WALT 4: Identify key vocabulary to describe a character.	
WALT 5: Write a character description.	
WALT 6: Use commas in a list.	
WALT 7: Use a range of sentence types.	
WALT 8: Plan a twisted traditional tale.	
WALT 9: Identify key vocabulary to plan a twisted traditional tale.	
WALT 10: Orally tell a story.	
WALT 11: Write a twisted traditional tale.	

Key features:	
To use a range of sentence types.	
To use apostrophe for possession.	
To use commas in a list	
To use expanded noun phrases	
To describe the characters thoughts, feelings and appearance.	
To plan a retell.	
To retell the story as a twisted traditional tale	

Appendix 3 – literacy whole class feedback sheet

Date: 11.9.23 Focus: Writing a story ending

Work to praise and share	Focus group	Spellings	Areas for development
• AK – imagination and creation of atmosphere • NB – Punctuation and use of fronted adverbials and speech	• Handwriting (KT, HF, FS, FS, FB, LR, TW) • Basic sentence work (FSm, AH)	• Climbed • Something • Which • Stepped	• Handwriting • Formation of specific letters (j and q) • Use of capital letters (random capitals mid sentence) • Identifying where a sentence ends • Varying sentence openers • Varying sentence length for effect • Using a dictionary to check spellings
Things we did really well	**Grammar**	**Punctuation**	**Incomplete**
• Most children attempting to use fronted adverbials (forgetting commas) • Most children attempting to punctuate direct speech (forgetting punctuation at end/start)	• Some children still struggling to understand where a sentence should end	• Basic punctuation at the end of sentences (e.g. question marks for questions) • Apostrophes for contractions • Commas for expanded noun phrases • Commas for fronted adverbials	• KT - absent

Appendix 4 – writing assessment sheets

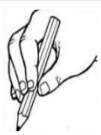
Child's name:_____ Class:_____

	Nursery Writing assessment sheet (Feb 2025)	Baseline	Aut 2	Spr 2	Sum 2
	N1+ (Emerging within the N curriculum)				
W	Engage in mark making activities, showing awareness that they're making marks, e.g. painting fence panel with water				
W	Make controlled marks using tools or their finger in sand, glitter etc				
FM	Explore a range of different materials and tools e.g. use paintbrushes and rollers to make marks on paper or a wall outside				
	N2– (Emerging within the N curriculum)				
W	Begin to show an awareness of the difference between drawing and writing				
W	Engage in purposeful mark making and assign meaning to their marks e.g. 'this is a dog'				
W	Begin to choose a dominant hand for mark making				
FM	Begin to use scissors safely making snips in paper				
FM	Begin to draw lines and circles using smaller movements on paper				
FM	Use comfortable grip with increasing control when holding a pencil (beginning to hold pencil between thumb and two fingers)				
	N2= (Developing within the N curriculum)				
W	Begin to write own name using a name card (with some recognisable letters)				
W	Use some symbolic shapes and begin to use some print and letter knowledge (from name) in mark marking / early writing and ascribe meaning				
W	Mark make (or write) for a purpose (including in role play) e.g. lists, cards, labels				
W	Begin to break the flow of speech into words – oral rehearsal / dictating to adults what they want to write				
FM	Use one-handed tools/equipment e.g. making snips in paper with scissors.				
FM	Developing correct pencil grip e.g. modified tripod grasp				
FM	Confidently draw lines and circles using smaller movements on paper				
	N2+ (Secure within the N curriculum)				
W	Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list starting at the top of the page; writing 'm' for mummy				
W	Write some or all of their first name (without name card) *Nursery teacher to indicate what child can do at the end of the year:* *One letter only* ☐ *Some of first name* ☐ *All of first name* ☐ *Some of surname* ☐ *All of surname*				
W	Write some letters accurately				
FM	Use a comfortable grip with good control when holding pens and pencils				
FM	Show preference for dominant hand when using a range of one-handed tools and equipment				
FM	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips				

As per the EYFS framework, teachers should draw on their knowledge of the child and their own expert professional judgement. Children do not necessarily need to have met every objective to be awarded the N2+/R-/R= level. Moderation should take place regularly with fellow EYFS practitioners and Year 1 teachers. Please see guidance below taken from EYFS framework.

EYFS framework Oct 2024 – Early Learning Goal judgements

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's individual level of development in relation to each of the ELGs. Teachers should only make judgements based on the criteria that are set out in the ELGs themselves and should not add any additional criteria. The best-fit model requires teachers to consider the whole of each ELG description when making these judgements. Best-fit does not mean that the child has equal mastery of all aspects of the ELG. Each ELG descriptor is written in bullet point form, but this is for presentational purposes only to aid clarity; teachers should not 'tick off' these bullet points one by one but should use their professional judgement to determine whether each ELG in its totality best-fits the child's learning and development. The most accurate picture of the child's overall embedded learning will come from a holistic view of the descriptor. Any internal or peer-to-peer moderation conversations should, as far as possible, be based on the teacher's own knowledge of their children.

STAGE 1	STAGE 2	STAGE 3	STAGE 4
Cylindrical grasp	Digital grasp	Modified tripod grasp	Tripod grasp
			
1 – 1.5 years	2-3 years	3.5 – 4 years	4.5 years +

Child's name:_____ Class:_____

	Reception Writing assessment sheet (Feb 2025)	Baseline	Aut 2	Spr 2	Sum 2
	N2+ (R baseline)				
W	Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list starting at the top of the page; writing 'm' for mummy				
W	Write some or all of their first name (without name card) *Nursery teacher to indicate what child can do at the end of the year:* *One letter only* ☐ *Some of first name* ☐ *All of first name* ☐ *Some of surname* ☐ *All of surname*				
W	Write some letters accurately				
FM	Use one-handed tools/equipment e.g. making snips in paper with scissors				
FM	Use a comfortable grip with good control when holding pens and pencils				
FM	Show a preference for a dominant hand				
FM	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips				
	R – (Emerging within the R curriculum)				
W	Use some clearly identifiable letters to communicate meaning, beginning to use some of their phonic knowledge				
W	Write initial sounds with correct grapheme				
W	Spell CVC words correctly (using known sounds)				
W	Understand directionality of print (writing left to right)				
FM	Be increasingly confident using a pencil effectively with correct grip (may not be consistent)				
	R = (Developing within the R curriculum)				
W	Write labels and captions that are phonetically plausible (may be attempting to write a short sentence)				
W	Begin to re-read what they have written (with support, start to check it makes sense)				
W	Continue using phonic knowledge to spell words				
W	Begin to spell some 'red' words correctly e.g. the, no, my, of, I*(not ELG req)				
W	Break the flow of speech into words & develop oral rehearsal (think it, say it, write it, read it)				
FM	Handle tools, objects, construction and drawing materials safely and with competency, developing fine motor strength				
FM	Hold a pencil effectively to form an increasing number of recognisable letters				
	R+ Early Learning Goal				
W	Write recognisable letters, most of which are correctly formed				
W	Spell words by identifying sounds in them and representing the sounds with a letter or letters				
W	Write simple phrases and sentences that can be read by others				
FM	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases				
FM	Use a range of small tools, including scissors, paint brushes and cutlery				
FM	Begin to show accuracy and care when drawing				

As per the EYFS framework, teachers should draw on their knowledge of the child and their own expert professional judgement. Children do not necessarily need to have met every objective to be awarded the N2+/R-/R= level. Moderation should take place regularly with fellow EYFS practitioners and Year 1 teachers. Please see guidance below taken from EYFS framework.

EYFS framework Oct 2024 – Early Learning Goal judgements

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's individual level of development in relation to each of the ELGs. Teachers should only make judgements based on the criteria that are set out in the ELGs themselves and should not add any additional criteria. The best-fit model requires teachers to consider the whole of each ELG description when making these judgements. Best-fit does not mean that the child has equal mastery of all aspects of the ELG. Each ELG descriptor is written in bullet point form, but this is for presentational purposes only to aid clarity; teachers should not 'tick off' these bullet points one by one but should use their professional judgement to determine whether each ELG in its totality best-fits the child's learning and development. The most accurate picture of the child's overall embedded learning will come from a holistic view of the descriptor. Any internal or peer-to-peer moderation conversations should, as far as possible, be based on the teacher's own knowledge of their children.

STAGE 1	STAGE 2	STAGE 3	STAGE 4
Cylindrical grasp	Digital grasp	Modified tripod grasp	Tripod grasp
1 – 1.5 years	2-3 years	3.5 – 4 years	4.5 years +

Writing Assessment Grid KS1 – Year 1 CLASS: KEY: X = known / = partially known no tick = not known	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WORD						
Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs						
Using the prefix un-						
Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]						
Know the meaning of the following words: letter, capital letter, singular and plural words, sentence, punctuation, full stop, question mark, and exclamation mark						
SENTENCE STRUCTURE						
Joining words and joining sentences using 'and'						
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.						
Composing a sentence orally before writing it						
Read aloud their writing clearly enough to be heard by their peers and the teacher.						
PUNCTUATION						
Begin to punctuate sentences using capital letters, full stops, question marks or exclamation marks.						
Using capital letters for names of people, places, the days of the week, and the personal pronoun 'I'						
TEXT COHESION						
Sequencing sentences to form short narratives.						
Re-reading what they have written to check that it makes sense						
SPELLING						
Name the letters of the alphabet in order.						
Spell words containing each of the 40+ phonemes already taught.						
To be able to spell some/most/many Year 1 key words.						
Spell the days of the week.						
HANDWRITNG						
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.						
Form capital letters						
Form digits 0-9						
To use spaces between words.						

Writing Assessment Grid KS1 – Year 2 CLASS: KEY: X = known / = partially known no tick = not known	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WORD						
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses						
Know the meaning of the following words: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma						
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.						
SENTENCE STRUCTURE						
Sentences with different forms: statement, question, exclamation, command						
Expanded noun phrases to describe and specify [for example, the blue butterfly]						
Use present and past tense mostly correctly and consistently						
PUNCTUATION						
Demarcate most sentences in their writing with capital letters and full stops, and use exclamation marks and question marks correctly when required						
Correctly use commas to separate items in a list						
Use the possessive apostrophe (singular) [for example, the girl's book]						
Use apostrophes to punctuate contractions mostly correctly						
TEXT COHESION						
Develop positive attitudes towards and stamina for writing by:						
o writing narratives about personal experiences and those of others (real and fictional)						
o writing about real events						
o writing poetry						
Make simple additions, revisions and corrections to their own writing						
Read aloud what they have written with appropriate intonation to make the meaning clear						
SPELLING						
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.						
To be able to spell some/most/many Year 2 key words.						
Distinguish between homophones and near homophones.						
HANDWRITNG						
Forms lower and upper case letters of the correct size relative to others						
Write capitals of the correct size, orientation and relationship to one another and to lowercase letters.						
Use spaces between words that reflects the size of the letters.						
Start using some of the diagonal and horizontal strokes needed to join letters.						

Writing Assessment Grid LKS2 CLASS: KEY: X = known / = partially known no tick = not known	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WORD						
Formation of nouns using a range of prefixes (e.g. *super-, anti-, auto-)* Y3						
Use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel (e.g. *a rock, an open box)* Y3						
Word families based on common words, showing how words are related in form and meaning (e.g. *solve, solution, solver, dissolve, insoluble*) Y3						
The grammatical difference between plural and possessive -*s* Y4						
Standard English forms for verb inflections instead of local spoken forms (e.g. *we were* instead of *we was,* or *I did* instead of *I done*) Y4						
▪ Use of precise nouns (e.g. a*lsatian for dog, people's names, technical/specific vocab*)						
▪ A variety of descriptive and appropriate verbs						
▪ Adjectives add detail and are appropriate to the context						
SENTENCE STRUCTURE						
▪ Expressing time, place and cause using:						
≈ conjunctions e.g. *when, before, after, while, so, because* Y3						
≈ adverbs e.g. *then, next, soon, therefore* Y3						
≈ prepositions e.g. *before, after, during, in, because of* Y3						
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) Y4						
Fronted adverbials (e.g. *Later that day, I heard the bad news)* Y4						
Sentences are varied to avoid repetition e.g. simple, compound & complex sentences						
Other sentence variations (*statements, questions, exclamation, sentence openings)*						
Past and present tense used appropriately and consistently						
PUNCTUATION						
Introduction to inverted commas to punctuate direct speech Y3						
▪ Use of inverted commas and other punctuation to indicate direct speech: Y4						
≈ a comma after the reporting clause						
≈ end punctuation within inverted commas						
= example: *The conductor shouted, "Sit down!"*						
Apostrophes to mark plural possession (e.g. *the girl's name; the girls' names*) Y4						
Use of apostrophes to mark singular possession and contractions Y3						
Use of commas after fronted adverbials Y4						
Correct use of capital letters, full stops, question marks, exclamation marks, commas in lists						
TEXT COHESION						
Introduction to paragraphs as a way to group related material Y3						
Use of paragraphs to organise ideas around a theme Y4						
Headings and subheadings to aid presentation Y3						
Use of the present perfect form of verbs instead of the simple past (e.g. *He has gone out to play* contrasted with *He went out to play*) Y3						
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4						
The structure of the writing supports the reader's understanding (*e.g. chronological order, sequence, organisation as determined by writing genre and form*)						

SPELLING						
To be able to spell some/many/most Year 3 key words						
To be able to spell some/many/most Year 4 key words						
HANDWRITING						
Forms lower and upper case letters of the correct size relative to others						
Begins to increase the legibility, consistency and quality of handwriting Y3						
Continues to increase legibility, consistency and quality of joined handwriting Y4						

Writing Assessment Grid KS2 – Year 5 CLASS: KEY: X = known / = partially known no tick = not known	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WORD						
▪ Describes settings, characters and atmosphere						
▪ Integrates dialogues to convey characters and advance the action in narratives						
▪ Chooses nouns and pronouns appropriately						
▪ Uses conjunctions, adverbs and prepositions to express time cause						
▪ Uses modal verbs or adverbs to indicate degrees of possibility						
▪ Formation of new verbs using prefixes (e.g. re-, dis-, over-, un-, mis-, out-)						
SENTENCE STRUCTURE						
▪ Selects appropriate grammar and vocabulary						
▪ Extends a range of sentences with more than one clause by using a wider range of conjunctions						
▪ Uses relative clauses beginning with who, which, where, when, whose and that						
▪ Uses consistent and correct use of tense						
▪ Sentences are varied to avoid repetition e.g. simple, compound & complex sentences						
▪ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)						
PUNCTUATION						
▪ Use of inverted commas and other punctuation to indicate direct speech: Y4						
≈ a comma after the reporting clause						
≈ end punctuation within inverted commas						
= example: *The conductor shouted, "Sit down!"*						
▪ Uses commas after fronted adverbials						
▪ Uses commas to clarify meaning or avoid ambiguity in writing						
▪ Uses brackets, dashes, or commas to indicate parenthesis						
▪ Correctly uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural						
TEXT COHESION						
▪ Begins to use a wide range of devices to build cohesion within and across paragraphs using:						
≈ adverbials (including fronted)						
≈ pronouns						
≈ prepositional phrases						
▪ Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]						
▪ Uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining						

▪ Independently proofreads for spelling and punctuation errors						
▪ Proposes changes to vocabulary, grammar and punctuation						
▪ Assesses the effectiveness of their own and other's writing						
SPELLING						
▪ Uses further prefixes and suffixes and understands how to add them (RWI Spelling Stage 5)						
▪ Spells words with silent letters						
▪ Continues to distinguish between homophones and other words which are often confused						
▪ Be able to spell many year 5/6 spellings						
▪ Use dictionaries to check the spelling and meaning of words						
HANDWRITNG						
▪ Writes legibly, fluently and with increasing speed						
▪ Chooses which shape of a letter to use when given choices and deciding whether or not to join specific letters						

Writing Assessment Grid KS2 – Year 6 CLASS: KEY: X = known / = partially known no tick = not known							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Features of writing							
Write for a range of purposes							
Use paragraphs to organise ideas							
Uses further organisational and presentational devices to structure text and to guide the reader in non-narratives (e.g. headings, bullet points and underlining)							
In narrative, describe settings and characters							
Write effectively for a range of purposes and **audiences – select language that shows good awareness of the reader**							
Describes settings, characters **and atmosphere** in narratives							
Selects appropriate grammar and vocabulary to write for a range of purposes							
Integrate dialogue to convey characters and advance the action in narratives							
Uses a wide range of devices to build cohesion within and across paragraphs (conjunctions time and place adverbials & fronted adverbials, pronouns, relative clauses, prepositional phrases)							
Select vocabulary and grammatical structures which suit the piece of writing (contractions in dialogue in narrative, passive verbs, modal verbs)							
Uses verb tenses consistently and correctly							
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing							
Distinguishes between the language of speech and writing and chooses the appropriate register							
Correct level of formality (e.g in narrative, informal for dialogue)							
Maintain level of formality and precise language throughout writing							
Punctuation							
Use the range of KS2 punctuation mostly correctly:	Full stops						
	Capital letters						
	Question Marks						
	Commas for a list						
	Apostrophes for contraction						
	Apostrophes for possessive singular & plural						
	Exclamation marks						
	Inverted commas						
	Commas for clarity (after fronted adverbials, to clarify meaning or avoid ambiguity in writing)						
	Parenthesis (brackets, commas, dashes)						
	Semi-colons						
	Colons						
	Dashes						
	Hyphens						
	Ellipsis						

Use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity						
Spelling						
Uses prefixes and suffixes and understands how to add them						
Spells words with silent letters						
Distinguish between homophones and other words which are often confused						
Be able to spell most year 3/4 spellings						
Be able to spell some year 5/6 spellings						
Be able to spell most year 5/6 spellings						
Handwriting						
Write legibly						
Maintains legibility in joined handwriting when writing at speed						
Editing						
Proofreads for spelling and punctuation errors accurately and independently						
Proposes changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning						