

20/21	Writing Long Term Plan					
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Turrets & Tiaras		Wild & Wonderful		Beside the Seaside	
	<u>Fiction</u> <i>Rapunzel</i> Overcoming the Monster <u>Non-Fiction</u> Non-Chronological Report	<u>Fiction</u> <i>The Paper Bag Princess</i> Quest Story <u>Non-Fiction</u> <i>How to Catch a Dragon</i> Instructions	<u>Take A Book Week – Range of writing opportunities</u> <u>Fiction</u> <i>Stickman</i> Adventure Story <u>Non-Fiction</u> Non-Chronological Report - Weather	<u>Fiction</u> <i>Monkey Puzzle</i> Losing Story <u>Poetry</u> Animal Riddles	<u>Take A Book Week – Range of writing opportunities</u> <u>Fiction</u> <i>Handa's Surprise</i> Journey Story <u>Non-Fiction</u> How to Grow a Plant Instructions	<u>Fiction</u> <i>Little Charlie and the Lighthouse Keeper</i> Journey Story <u>Non-Fiction</u> <i>The Jolly Postman</i> <i>The Postcard Collection</i> Postcards - Recount
SPaG	<ul style="list-style-type: none"> To leave spaces between words Recognise capital letters and full stops when reading and name them correctly Begin to use the term sentence Know that a line of writing is not necessarily a sentence 	<ul style="list-style-type: none"> To leave spaces between words Begin to use full stops to demarcate sentences To use a capital letter for the personal pronoun I and the start of a sentence To join words and clauses using 'and' To make singular nouns, plural – s and es 	<ul style="list-style-type: none"> Sequencing sentences to form narratives To continue demarcating sentences ending with a full stop To join words and clauses using 'and' To add suffixes to words where no change is needed in the root The prefix 'un' and how it changes verbs and adjectives 	<ul style="list-style-type: none"> To use the term sentence appropriately To identify sentences within text i.e. those demarcated by capital letters and full stops To continue demarcating sentences, ending with a full stop To join words and clauses using 'and' To add question marks to questions To use exclamation marks 	<ul style="list-style-type: none"> To continue demarcating sentences, ending with a full stop Sequencing sentences to form narratives To use capital letters for the personal pronoun I, for names and for the start of a sentence To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week To add question marks to questions To use exclamation marks To make singular nouns, plural – s and es 	<ul style="list-style-type: none"> Through reading and writing to reinforce knowledge of the term sentence To continue demarcating sentences when writing, ending a sentence with a full stop To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week To add question marks to questions To use exclamation marks within To add suffixes to words where no change is needed in the root The prefix 'un' and how it changes verbs and adjectives
Must Know Terminology	Letter, Capital letter, Word, Singular, Plural, Sentence, Punctuation, Full Stop, Question Mark, Exclamation Mark					
Class Read	Dragons at Crumbling Castle		Winter Magic			

2	Toys		Fire & Ice		Africa	
	<p><u>Fiction</u> <i>Dogger</i> Losing Tale</p> <p><u>Non-Fiction</u> How to play a game Instructions</p>	<p><u>Fiction</u> <i>SuperTato</i> Adventure Story</p> <p><u>Non-Fiction</u> <i>A Toy from the Past</i> Non- Chronological Report</p>	<p><u>Take A Book Week – Range of writing opportunities</u></p> <p><u>Non-Fiction</u> <i>Vlad & the Great Fire of London</i> Recount (Diary)</p> <p><u>Poetry</u> <i>The Great Fire of London</i></p>	<p><u>Fiction</u> <i>Shackleton's Journey</i> Journey Story</p> <p><u>Non – Fiction</u> <i>Shackleton's Journey</i> Recount (Newspaper)</p>	<p><u>Take A Book Week – Range of writing opportunities</u></p> <p><u>Fiction</u> <i>Zeraffa Giraffa</i> Journey Story</p> <p><u>Non-Fiction</u> <i>Meerkat Mail</i> Recount (Letter)</p>	<p><u>Fiction</u> <i>The Papaya that Spoke</i> Quest Story</p> <p><u>Non-Fiction</u> <i>One Day on our Blue Planet... The Savannah</i> Non- Chronological Report</p>
SPaG	<ul style="list-style-type: none"> To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns. To identify and use nouns within sentences Formation of nouns using suffixes such as -ness, -er Formation of compound nouns – whiteboard, superman To know and use Proper Nouns To use co-ordination within sentences (or and but) To use subordination within sentences (when, if, that, because) 	<ul style="list-style-type: none"> To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns. To know what an adjective is and identify them within sentences To form adjectives using suffixes such as -ful and -less To be able to expand nouns phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] To use co-ordination within sentences (or and but) To use subordination within sentences (when, if, that, because) 	<ul style="list-style-type: none"> To use capital letters, full stops, question marks and exclamation marks to demarcate sentences To be able to expand nouns phrases for description and specification To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting). To use co-ordination within sentences indicate its function as a statement, question, exclamation or command 	<ul style="list-style-type: none"> To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress To know what a verb is and identify and use them within sentences Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs To write sentences with subject-verb agreements To correct sentences with subject/verb agreements that are incorrect 	<ul style="list-style-type: none"> To use capital letters, full stops, question marks and exclamation marks to demarcate sentences To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting). To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. To use commas to separate items in a list. To use subordination and co-ordination 	<ul style="list-style-type: none"> To use capital letters, full stops, question marks and exclamation marks to demarcate sentences Selecting correct punctuation to end a sentence. (!...?) To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. To use commas to separate items in a list To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Must Know Terminology	<p>To know the vocabulary taught in year 1.</p> <p>Noun, Noun phrase, Statement, Question, Exclamation, Command, Compound, Adjective, Verb, Suffix, Adverb, Tense (past/present), Apostrophe, Comma</p>					
Class Read	Toys in Space		The Lion, the Witch & the Wardrobe		Anna Hibiscus	

3/4	Ancient Egypt		Saxons & Vikings		Storms & Shipwrecks	
	<u>Fiction</u> <i>The Time Slip Scarab – Portal Story</i>	<u>Fiction</u> <i>Egyptian Cinderella</i> Traditional Tale	<u>Take A Book Week – Range of writing opportunities</u>	<u>Fiction</u> <i>King Arthur</i> Myths & Legends	<u>Take A Book Week – Range of writing opportunities</u>	<u>Poetry</u> Haiku
SPaG Yr3 Yr4	<ul style="list-style-type: none"> To understand what conjunctions are and use them in writing (co-ordination and subordination) To identify main and subordinate clauses To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of) To introduce paragraphs to group related material To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases 	<ul style="list-style-type: none"> To understand what adverbs are and use them in writing To use headings and subheadings to aid presentation Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel To use paragraphs to organise ideas around a theme To use fronted adverbials To use commas after fronted adverbials To know what a pronoun is and identify possessive pronouns 	<ul style="list-style-type: none"> To understand what prepositions are and use them in writing To use inverted commas and other punctuation to indicate direct speech To know the basic conventions of speech punctuation Use capital letters to mark the start of direct speech To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] To use apostrophes to mark singular and plural possession The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [We were instead of we was, or I did instead of I done] To understand prepositional and adverbial phrase 	<ul style="list-style-type: none"> Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] To use the present perfect form of verbs instead of the simple past To use inverted commas and other punctuation to indicate direct speech To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases To use fronted adverbials To know what adverbial openers are and use them independently within writing To use commas after fronted adverbials To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions, adverbs, or prepositions Headings and sub-headings to aid presentation Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases To use paragraphs to organise ideas around a theme To use apostrophes to mark singular and plural possession To understand what determiners are and use them in writing
Must Know Terminology	To know vocabulary taught in year 1 and 2. Yr 3 - Adverb, Preposition, Conjunction, Word family, Prefix, Clause, Subordinate Clause, Direct Speech, Consonant, Letter, Vowel, Vowel Letter, Inverted Commas Yr 4 - Determiner, Pronoun, Possessive pronoun, Adverbial					
Class Read	<i>There's a Pharaoh in our Bath!</i>		<i>How to Train your Dragon</i>		<i>Kensuke's Kingdom</i>	

4/5	Ancient Greece		Rivers		Victorians	
	<u>Fiction</u> <i>Pandora's Box</i> Myths <u>Non - Fiction</u> A guide to the Ancient Olympics	<u>Fiction</u> <i>Theseus & the Minotaur</i> Overcoming the Monster Tale <u>Non-Fiction</u> Diary Recount	<u>Take A Book Week – Range of writing opportunities</u> <u>Fiction</u> <i>The Canal</i> Warning Tale <u>Non – Fiction</u> Recount Newspaper	<u>Poetry</u> <i>River Journey</i> <u>Non – Fiction</u> Non – Chronological Report	<u>Take A Book Week – Range of writing opportunities</u> <u>Fiction</u> <i>Oliver Twist</i> Historical Setting <u>Non – Fiction</u> Victorian Schoolchild Recount Letter	<u>Poetry</u> <i>The Highway Man (Modernist Period)</i> <u>Non-Fiction</u> Biography
SPaG Yr4 Yr5	<ul style="list-style-type: none"> To use paragraphs to organise ideas around a theme To use fronted adverbials To use commas after fronted adverbials To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases To use devices to build cohesion within a paragraph To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun To understand and use brackets for parenthesis 	<ul style="list-style-type: none"> To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition To use inverted commas and other punctuation to indicate direct speech To know the basic conventions of speech punctuation Use capital letters to mark the start of direct speech To use commas to avoid ambiguity and to clarify meaning To use devices to build cohesion within a paragraph To link ideas across paragraphs using adverbials of time, place and number or tense choices 	<ul style="list-style-type: none"> To know what a pronoun is and identify possessive pronouns To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition To know the basic conventions of speech punctuation To understand and use dashes for parenthesis To link ideas across paragraphs using adverbials of time, place and number or tense choices 	<ul style="list-style-type: none"> To use apostrophes to mark singular and plural possession The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [We were instead of we was, or I did instead of I done] To understand prepositional and adverbial phrase To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun To indicate degrees of possibility using adverbs or modal verbs 	<ul style="list-style-type: none"> To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases To use fronted adverbials To know what adverbial openers are and use them independently within writing To use commas after fronted adverbials To use brackets, dashes or commas to indicate parenthesis To link ideas across paragraphs using adverbials of time, place and number or tense choices Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] 	<ul style="list-style-type: none"> To use apostrophes to mark singular and plural possession To understand what determiners are and use them in writing To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun To indicate degrees of possibility using adverbs or modal verbs To use apostrophes to mark singular and plural possession Verb prefixes [for example, dis-, de-, mis-, over- and re-]
Must Know Terminology	To know vocabulary taught in year 1, 2, 3 Yr 4 - Determiner, Pronoun, Possessive pronoun, Adverbial Yr 5 - Modal Verb, Relative Pronoun, Relative Clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity					
Class Read	<i>Percy Jackson & Greek Heroes</i>		<i>The Wind in the Willows</i>		<i>Street Child/Cogheart</i>	

5/6	Battle of Britain		Mayans		Natural Disasters	
	<u>Fiction</u> <i>The Tunnel</i> Historical Setting <u>Non-Fiction</u> <i>Blitz</i> Newspaper Report	<u>Poetry</u> <i>War Poetry</i> <u>Non – Fiction</u> <i>Churchill Speech</i> Persuasion	<u>Take A Book Week – Range of writing opportunities</u> <u>Fiction</u> <i>Clockwork</i> Suspense <u>Non – Fiction</u> <i>Pok-a-Tok</i> Explanation Text	<u>Fiction</u> <i>Elf Road</i> Portal Story <u>Non – Fiction</u> <i>Arthur Spiderwick</i> Non – Chronological Report	<u>Take A Book Week – Range of writing opportunities</u> <u>Fiction</u> <i>The Pebble in my Pocket</i> Journey Story <u>Non – Fiction</u> <i>Diary Entry</i> Recount	<u>Fiction</u> <i>Shakespeare</i> Author Study <u>Non – Fiction</u> <i>Shakespeare</i> Playscript
SPaG Yr5 Yr6	<ul style="list-style-type: none"> To use devices to build cohesion within a paragraph To understand and use brackets for parenthesis To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis To understand the term active and passive and the difference between them; begin able to transform a sentence from active to passive and vice versa To understand personal and impersonal voice 	<ul style="list-style-type: none"> To use commas to avoid ambiguity and to clarify meaning To use devices to build cohesion within a paragraph To link ideas across paragraphs using adverbials of time, place and number or tense choices To know the different structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms. How words are related by meaning as synonyms and antonyms [for example, big, large, little]. To ensure understanding of subordination and coordination. 	<ul style="list-style-type: none"> To understand and use brackets and dashes for parenthesis To link ideas across paragraphs using adverbials of time, place and number or tense choices To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists To use layout devices – 	<ul style="list-style-type: none"> To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun To indicate degrees of possibility using adverbs or modal verbs Use of the semi-colon, colon and dash to mark the boundary between independent clauses To use hyphens to avoid ambiguity. To revise work on complex sentences: Identifying main and subordinate clauses To identify the subject and object of sentences To understand the term active and passive and the difference between them; begin able to 	<ul style="list-style-type: none"> To use brackets, dashes or commas to indicate parenthesis To link ideas across paragraphs using adverbials of time, place and number or tense choices Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] To revise all forms of tense – perfect, progressive and simple, Revision of word classes from KS2 To be able to change between formal and informal voice depending on the style of writing To link ideas across paragraphs using adverbials of time, place and number or tense choices. 	<ul style="list-style-type: none"> To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun To indicate degrees of possibility using adverbs or modal verbs To use apostrophes to mark singular and plural possession Verb prefixes [for example, dis-, de-, mis-, over- and re-] To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]

			headings, subheadings, <ul style="list-style-type: none"> To use bullet points to list information. 	transform a sentence from active to passive and vice versa		
Must Know Terminology	To know vocabulary taught in year 1, 2, 3 and 4 Yr 5 - Modal Verb, Relative Pronoun, Relative Clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity Yr 6 - Subject, Object, Active, Passive, Synonym, Antonym, Ellipsis, Hyphen, Colon, Semi-colon, Bullet points					
Class Read	Letters From the Lighthouse / Goodnight Mister Tom		Kick			Oranges in No Man's Land