SEATHORNE PRIMARY ACADEMY

Writing Long Term Plan

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
NURSERY	**Outcomes** (Texts will be explored in the moment.)	Enjoy drawing pictures and making marks based on own interests Make marks on their pictures to indicate their name	Add some marks to their pictures which represent words Engage in creating pretend writing in their play	Begin to be able to copy some of their name Begin to able to use anti-clockwise actions and retrace vertical lines with guidance	Use 'writing' in their play showing an increasing awareness of where writing starts on a page Copy some of the letters from their name using some correct formation	Be able to write some of their name To be able to form some letters correctly	To be able to write their name To form some letters correctly To use some letters in their early writing when playing
RECEPTION	**Outcomes and Texts** (Some texts will be explored in the moment.)	Writes their name independently, forming the capital letter at the start of their name correctly Form some recognisable letters Spell some CVC and tricky words learnt through phonics sessions Begin to share 'Private Stories' (with adult scribes) *Living with Mum and Living with Dad* *Perfectly Norman* *Simon Sock* *The Colour Monster* *My Shouting Day* *What if We All Did That?*	Form capital letters correctly in words that are important to them e.g. family names Form some recognisable letters Begin to write simple 'labels' *Goldilocks and the Three Bears* *Christmas Story / Nativity* *Rama and Sita* *Story of Guy Fawkes* *Hippo Owns Up* *Paper Dolls*	Begin to combine words to write short phrases Spell words confidently using segmenting fingers Form letters with increasing accuracy *The Great Race (Chinese New Year)* *One Plastic Bag* *Penguin Small* *Poles Apart* *When the Snow Falls* *Lost and Found*	Spell a range of words using single sounds and taught tricky words Form letters with increasing accuracy Write simple phrases with increasing confidence, using segmenting fingers to help sound out words *The Way Back Home* *Jack and the Beanstalk* *The Snail and the Whale* *The Man on the Moon (Non-Fiction)* *Tyrannosaurus Drip* *Whatever Next?*	Be able to form lower-case and some capital letters correctly To begin to write simple sentences that can be read by others Begin to spell some common exception words correctly *Smile Crocodile* *Oliver's Vegetables* *The Body Book* *The Very Hungry Caterpillar* *Caterpillar Lifecycle (Non-Fiction)*	Write short sentences that can be read by others. Use a capital letter and full stop when writing sentences. Re-read their writing to check that it makes sense. Spell a range of common exception words correctly *What the Ladybird Heard at the Seaside* *Under the Sea Non – Fiction* *Winnie at the Seaside* *The Train Ride* *Pirate Love Underpants* *World Atlases (and Local Maps)*

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		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YEAR 1	**Genre**	Fiction (traditional tales)	Poetry (list poem) Non-fiction (non-chronological report)	Fiction (adventure + narrative)	Non-fiction (non-chronological report) Fiction (narrative) Poetry (rhyming poem)	Fiction (adventure) Non-fiction (non-chronological report)	Fiction (narrative) Non-fiction (recount)
	Texts	Little Red Riding Hood (Lari Don) Pinocchio (Carlo Collodi)	Firework Night (Andrew Collett) Toys from the past (Sally Hewitt)	Wombat goes walkabout (Michael Morpurgo) The Storm Whale (Benji Davies)	On Safari Funnybones (Allan Ahlberg) When I am by myself	The Queen's Hat (Steve Anthony) Seasons (Hannah Pang)	Last stop on Market Street (Matt de la Pena) Our Trip to The Woods
	Topic Writing Opps	Shared Write: Historical recount – toys Shared Write: Geographical report – weather		Shared Write: Historical recount – Brunel Revisit: Scientific labelling – animals and humans		Revisit: Scientific labelling – plants Shared Write: Scientific explanation – plants	

Word	Sentence	Text	Punctuation	Terminology for pupils
Regular **plural noun suffixes** *–s* or *–es* (e.g. *dog, dogs; wish, wishes*) **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*) How the **prefix** *un-* changes the meaning of **verbs** and **adjectives** (negation, *e.g. unkind*, or *undoing*, *e.g. untie the boat*)	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*	Sequencing **sentences** to form short narratives	Separation of **words** with spaces Introduction to capital letters, full stops, question makes to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*	letter capital letter word singular Plural sentence punctuation full stop question mark exclamation mark

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		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YEAR 2	**Genre**	Non-fiction (non-chronological report) Fiction (twisted traditional tales)	Fiction (narrative) Poetry	Non-fiction (recount) Fiction (narrative) Poetry (acrostic)	Fiction (folktale) Non-fiction (Non-Chronological Report)	Fiction (narrative) Non-fiction (biography) Poetry	Fiction (narrative) Non-fiction (persuasive letter)
	Texts	Texts linked to class name Little Red Reading Hood Jack and the Baked Bean Stalk (Richard Walker)	The Lighthouse Keeper's Lunch I am the Seed that Grew the Tree	The Great fire of London (Emma Adams) The Gigantic Turnip	Vlad and the Great fire of London Plants by DK	Stone Girl, Bone Girl Great Women who Changed the World If I were in Charge of the World	Into the Forest (Anthony Browne) The Day the Crayons Quit
	Topic Writing Opps	Shared Write: Historical recount – Seaside Shared Write: Geographical report – hot and cold places		Teach: Historical recount – Great Fire of London Revisit: Geographical labelling – continents and oceans		Revisit: Historical recount – Mary Anning Revisit: Scientific report – plants	

Word	Sentence	Text	Punctuation	Terminology for pupils
Formation of **nouns u**sing **suffixes** such as *–ness, -er* and by compounding [for example, *whiteboard, superman*] Formation of **adjectives** using **suffixes** such as *–ful, -less* (A fuller list of **suffixes** can be found in English Appendix 1) Use the **suffixes** *–er, est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**	**Subordination** (using *when, if, that* or *because*) and **coordination** (using *or, and, or but*) Expanded **noun phrases** for description and specification [*for example the blue butterfly, plain flour, the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command	Correct choice and consistent use of **present tense** and **past tense** throughout writing. Use the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]	noun, noun phrase statement, questions exclamation, command compound, adjective, verb suffix adverb tense (past, present) apostrophe comma

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		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YEAR 3/4	**Genre**	Fiction (twisted tale) Non-fiction (recount)	Non-fiction (non-chronological report) Poetry	Poetry Fiction (narrative)	Fiction (narrative) Non-fiction (explanation)	Fiction (myth) Non-fiction (persuasive text)	Fiction (narrative) Non-fiction (recount - trip)
	Texts	The True Story of the Three Little Pigs Marcy and the Riddle of the Sphinx	Meet the Ancient Egyptians The Colour Collector/The Sound Collector	River Story (Meredith Hooper) Flood (Alvaro F. Villa)	The Red Prince Gut Garden	Theseus and the Minotaur Greek Holiday Brochure	Leo and the Gorgon's Curse
	Topic Writing Opps	(Year B) Teach: Historical recounts – Ancient Egypt (Year B) Teach: Non-Chronological Report - Scientific explanation – sound		(Year B) Teach: Geography case study – Rivers (Year B) Teach: Scientific investigation report – Revisit digestion		(Year B) Revisit: Scientific explanations – states of matter (Year B) Revisit: Historical recounts – Ancient Greece	

	Word	Sentence	Text	Punctuation	Terminology for pupils
YEAR 3	Formation of **nouns** using a range of **prefixes**, such as *super-, anti-, auto-* Use of **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** *(e.g. a rock, an open box*) **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]	Expressing time, place and cause using **conjunctions** (for example, *when, so, before, after, while, because]* **adverbs** [for example, *then, next, soon, therefore]* or **prepositions** (for example, *before, after, during, in because of*)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **perfect form** of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]	Introduction to inverted commas to **punctuate** direct speech	Adverb preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')

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YEAR 4	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*, *I did* instead of *I done*)	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)* **Fronted adverbials** (e.g. *Later that day*, *I heard the bad news.)*	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** across **sentences** to aid cohesion and avoid repetition	Use of inverted commas and other **punctuation** to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' name]* The use of commas after **fronted adverbials**	Determiner pronoun, possessive pronoun adverbial

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		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YEAR 5	**Genre**	Fiction (setting description, character description, twisted tale) Non-fiction (non-chronological report)	Fiction (narrative) Non-fiction (persuasive text)	Fiction (adventure story) Poetry A letter (information)	Fiction (legend) Non-fiction (non-chronological report – History focus) Poetry	Non-fiction (recount) Fiction (Science fiction)	Fiction (Adventure story) Non-fiction (biography)
	Texts	Snow White in New York Wild Animals of the North	Holes	Arthur and the Golden Rope – being replaced with Macbeth Viking Boy The Highwayman	Beowulf (Kevin Crossley-Holland) The Malfeasance	Armstrong: The adventurous journey of a mouse to the moon Cosmic	One Small Step Hidden Figures
	Topic Writing Opps	Revisit: Scientific explanations – forces Teach: Geographical case study – North America		Revisit: Historical recounts – Anglo-Saxons, Vikings and Scots Application: Geographical case study – climate zones		Revisit: Scientific report – Earth and space Revisit: PSHE/Skills Builder – Persuasive letter to apply to be a House Captain (Transition Activity)	

Word	Sentence	Text	Punctuation	Terminology for pupils
Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example *–ate; -ise; -ify]* **Verb prefixes** [for example *dis-, de-, mis-, over-,* and *re-*)	**Relative clauses** beginning *with who, which, where, why, whose, that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or modal verbs [for example, *might, should, will, must*]	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly]* 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]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

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		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YEAR 6	**Genre**	Non-fiction (persuasive letter, police report) Fiction (diary, third person narrative)	Non-fiction (persuasive letters, discussion text) Fiction (third person narrative)	Non-fiction (non-chronological report) Fiction (first person narrative, third person narrative)	Non-fiction (newspaper report, discussion text, informal letter) Fiction (first person narrative)	Fiction (third person narrative, traditional tale) Non-fiction (non-chronological report – video Pandora)	Non-fiction (persuasive letter) Fiction (third person narrative) Poetry
	Texts	Erika's Story Letters from the Lighthouse	Letters from the Lighthouse	The Watertower The Boy in the Tower	The Boy in the Tower	Thornhill Seven Ghosts Hansel and Gretel	The Arrival The Island
	Topic Writing Opps	Teach: Historical recount - WW2 Application: Scientific investigation report – Electricity		Revisit: Scientific explanations – Evolution		Revisit: Historical recount - Baghdad Revisit: Non-Chronological Report - Scientific explanations – Circulatory System	

Word	Sentence	Text	Punctuation	Terminology for pupils
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]	Use of the **passive voice** to affect the presentation of information in a **sentence** [for example, *I broke the window in the green house* versus *The window in the greenhouse was broken(by me)]* The difference between structures typical of informal speech and structures ppropriate for formal speech and writing [for example, the use of question tags e.g. *He's your friend, isn't he?* Or the use of the **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast*, or *as a consequence*), and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	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 a colon to introduce a list **Punctuation** of bullet points to list Information How hyphens can be used to avoid ambiguity [for example *man eating shark* versus *man-eating* shark, or *recover* versus *re-cover]*	Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points