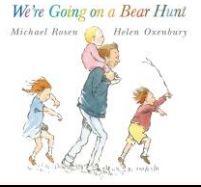
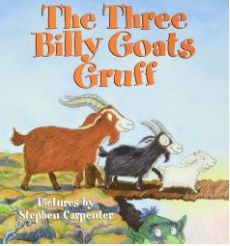
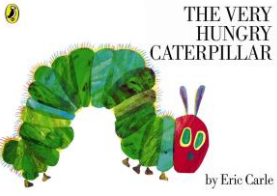

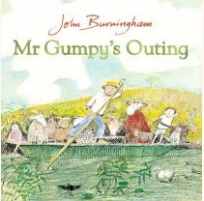
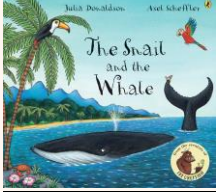
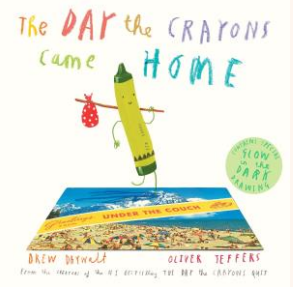
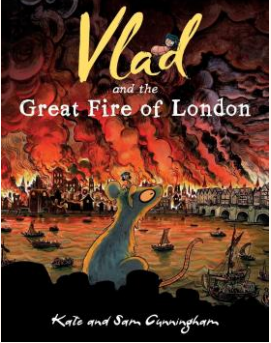

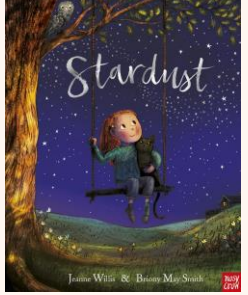
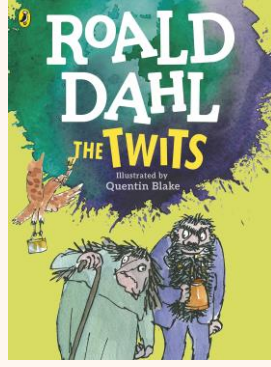
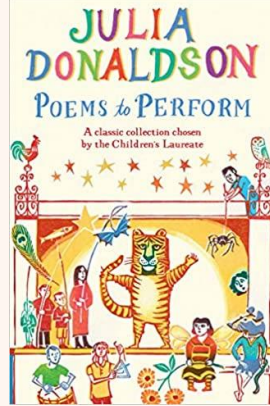



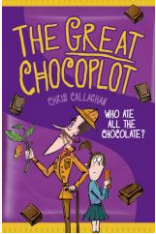
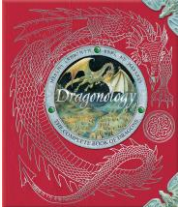
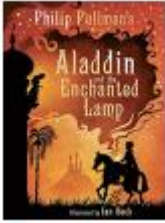

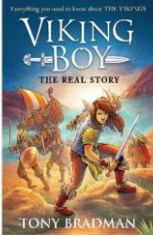
Writing LTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>All About me! <u>Texts as Stimulus:</u> <u>We're going on a Bear Hunt</u></p>  <p><u>Little Red Hen</u></p> <p><u>Funnybones</u></p> <p><u>Owl babies</u></p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Terrific Tales! <u>Texts as a Stimulus:</u> <u>The Three Billy Goats Gruff</u> Gruff (Defeat Monster) Create a wanted poster to catch the troll</p>  <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</p>	<p>Amazing Animals! <u>Texts as a Stimulus:</u> <u>The very hungry caterpillar</u></p>  <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Come Outside! <u>Texts as a Stimulus:</u> <u>Jack and the Beanstalk</u> – retell parts of the story / repeated refrains / speech bubbles</p>  <p>Healthy Food – My Menu / Bean Diary Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences</p>	<p>Ticket to ride! <u>Texts as a Stimulus:</u> <u>Mr Gumpy's Outing</u> (Cumulative) Report about the animals falling into the water</p>  <p><u>Handa's Surprise</u> (Journey story) Retell the story in own words / reverse the journey</p> <p>Describe each animals Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	<p>Fun at the Seaside! <u>Texts as a Stimulus:</u> <u>The snail and the whale</u></p>  <p><u>Big Blue Whale</u> (Information Text) Write facts about whales</p> <p>Write a postcard / diary writing My Holiday – recount</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish Write three sentences – B, M & E.</p>



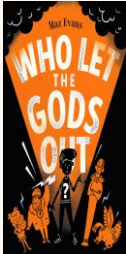
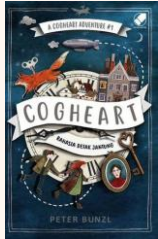
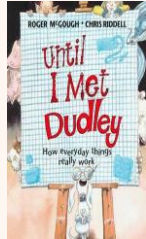
<p>Year 1</p>	<p>Supertato Narrative Descriptions of characters - Traction Man Speech bubbles</p> <p>Traction Man Narrative Descriptions of characters - Traction Man Speech bubbles/Thought Bubbles - Traction Man</p> 	<p>Lost In The Toy Museum Narrative Descriptions of characters - Bunting</p> 	<p>Whatever Next! Narrative Innovating the story - Changing the setting and vehicle</p> 	<p>Wombat goes Walkabout Narrative Responding to elements of the story</p>  <p>Spring Is Here Poetry</p>	<p>Jasper's Beanstalk Narrative</p>  <p>Diary - Writing about growing a bean plant.</p> <p>Recount- Our trip to the Woods</p>	<p>Grandad's Island Narrative</p>  <p>Fact File - Writing about a minibeast</p>
<p>Terminology: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>SPAG Focus:</p> <p>Punctuation Finger spaces Capital letters Full stops Question marks Exclamation marks</p> <p>Sentence Using <i>and</i> to join</p>	<p>SPAG Focus:</p> <p>Punctuation Finger spaces Capital letters Full stops Question marks Exclamation marks</p> <p>Sentence Using <i>and</i> to join</p>	<p>SPAG Focus:</p> <p>Sentence Using <i>and</i> to join</p> <p>Text Sequence sentences to form short narratives</p> <p>Punctuation Finger spaces Capital letters Full stops</p>	<p>SPAG Focus:</p> <p>Word Plural noun suffixes - s or -es Suffixes added to root words -ing -ed -er Prefix un-</p> <p>Sentence Using <i>and</i> to join</p>	<p>SPAG Focus:</p> <p>Word Plural noun suffixes - s or -es Suffixes added to root words -ing -ed -er -est Prefix un-</p> <p>Sentence Using <i>and</i> to join</p>	<p>SPAG Focus:</p> <p>Word Plural noun suffixes - s or -es Suffixes added to root words -ing -ed -er -est Prefix un-</p> <p>Sentence Using <i>and</i> to join</p>

			<p>Question marks Exclamation marks</p>	<p><u>Text</u> Sequence sentences to form short narratives</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks</p>	<p><u>Text</u> Sequence sentences to form short narratives</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks</p>	<p><u>Text</u> Sequence sentences to form short narratives</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks</p>
Year 2	<p><u>The Day the Crayons Came Home</u> <i>Writing to entertain</i> - Postcard Description</p>  <p><u>How to catch a dragon</u> <i>Writing to inform</i> – Instruction Writing</p>	<p><u>Vlad and the Great Fire of London</u> <i>Writing to entertain</i> - Narrative and description</p>  <p><u>The Great Fire of London</u> <i>Writing to inform</i> – Non-fiction Fact file</p> <p><u>The True Story of the Three Little Pigs</u> * <i>Writing to entertain</i> - Narrative (Alternative traditional tale)</p>	<p><u>Big Cats (+ animal based non-fiction texts)</u> * <i>Writing to inform</i> - Non chronological report: Rainforest animals</p>  <p><u>There's an Orangutan in my bedroom</u> * <i>Writing to entertain</i> – Narrative</p>	<p><u>Stardust</u> * <i>Writing to entertain</i> - Narrative</p>  <p><u>Bisa's Carnival</u></p> <p><u>Steve goes to the carnival</u></p> <p><u>Carried away with the carnival</u></p>	<p><u>The Twits</u> <i>Writing to entertain</i> - Narrative</p>  <p><u>The Magic Paintbrush</u> <i>Writing to entertain</i> – Narrative</p>	<p><u>Poetry</u> <i>Writing to entertain</i> – Poetry</p> 


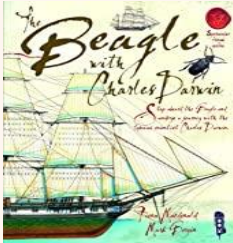

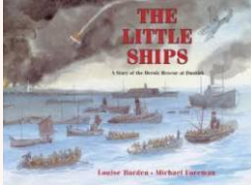
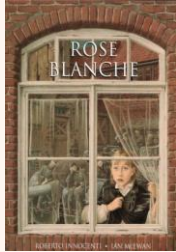

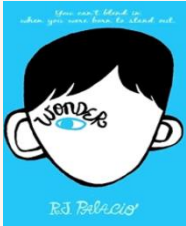
<p>Terminology: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>SPAG Focus:</p> <p><u>Sentence</u> Subordination - when if that because Co-ordination - or and but</p> <p><u>Text</u> Past tense</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks</p>	<p>SPAG Focus:</p> <p><u>Word</u> Suffixes -ness -er -ful -less -er -est -ly</p> <p><u>Sentence</u> Subordination - when if that because Co-ordination - or and but Expanded noun phrases Sentences that indicate statement, question, exclamation or command</p> <p><u>Text</u> Present tense Past tense</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks Commas</p>	<p>SPAG Focus:</p> <p><u>Word</u> Suffixes -ness -er -ful -less -er -est -ly Turn adjectives into adverbs</p> <p><u>Sentence</u> Subordination - when if that because Co-ordination - or and but Expanded noun phrases Sentences that indicate statement, question, exclamation or command</p> <p><u>Text</u> Present tense Past tense</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks Commas Apostrophes</p>	<p>SPAG Focus:</p> <p><u>Word</u> Suffixes -ness -er -ful -less -er -est -ly Turn adjectives into adverbs</p> <p><u>Sentence</u> Subordination - when if that because Co-ordination - or and but Expanded noun phrases Sentences that indicate statement, question, exclamation or command</p> <p><u>Text</u> Present tense Past tense</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks Commas Apostrophes</p>	<p>SPAG Focus:</p> <p><u>Word</u> Suffixes -ness -er -ful -less -er -est -ly Turn adjectives into adverbs</p> <p><u>Sentence</u> Subordination - when if that because Co-ordination - or and but Expanded noun phrases Sentences that indicate statement, question, exclamation or command</p> <p><u>Text</u> Present tense Past tense</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks Commas Apostrophes</p>	<p>SPAG Focus:</p> <p><u>Word</u> Suffixes -ness -er -ful -less -er -est -ly Turn adjectives into adverbs</p> <p><u>Sentence</u> Subordination - when if that because Co-ordination - or and but Expanded noun phrases Sentences that indicate statement, question, exclamation or command</p> <p><u>Text</u> Present tense Past tense</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks Commas Apostrophes</p>
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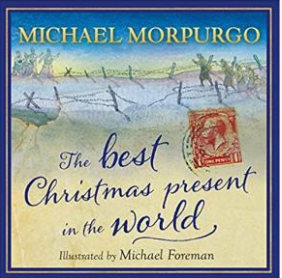
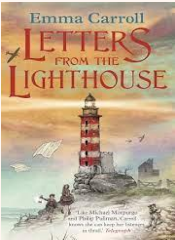

<p>Year 3</p>	 <p>Star in the Jar- Friendship Narrative</p>  <p>Stone Age Boy- Diary entries</p> <p>Stone Age Non chronological report</p>	 <p>The Secret of Black Rock- adventure</p>  <p>Poetry -Autumn is here</p>	<p>Iron Man Narrative</p>  <p>Instructional Writing</p>	<p>Mr Hublot- video animation- narrative</p>  <p>I asked the little boy who couldn't see poetry</p> 	<p>The Gardener</p>  <p>Letter writing</p> <p>Persuasive Writing Holiday brochure- Spain</p>	<p>Tutankhamun non chronological text</p>  <p>The incredible book eating boy Narrative- comedy</p> 
<p>Terminology: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>SPAG Focus:</p> <p><u>Word</u> Prefixes anti- auto- super- Use of the forms a or an Word families based on common words (solve, solution, solver, dissolve, insoluble) <u>Sentence</u> Expressing time, place and cause using conjunctions (when, before, after, while, so, because) Adverbs (then, next, soon, therefore) Prepositions (before, after, during, in, because of) <u>Text</u> Paragraphs Headings / Subheadings Present perfect form of verbs <u>Punctuation</u> Inverted commas for direct speech</p>	<p>SPAG Focus:</p> <p><u>Word</u> Prefixes anti- auto- super- Use of the forms a or an Word families based on common words (solve, solution, solver, dissolve, insoluble) <u>Sentence</u> Expressing time, place and cause using conjunctions (when, before, after, while, so, because) Adverbs (then, next, soon, therefore) Prepositions (before, after, during, in, because of) <u>Text</u> Paragraphs Headings / Subheadings Present perfect form of verbs <u>Punctuation</u> Inverted commas for direct speech</p>	<p>SPAG Focus:</p> <p><u>Word</u> Prefixes anti- auto- super- Use of the forms a or an Word families based on common words (solve, solution, solver, dissolve, insoluble) <u>Sentence</u> Expressing time, place and cause using conjunctions (when, before, after, while, so, because) Adverbs (then, next, soon, therefore) Prepositions (before, after, during, in, because of) <u>Text</u> Paragraphs Headings / Subheadings Present perfect form of verbs <u>Punctuation</u> Inverted commas for direct speech</p>			

<p>Year 4</p>	<p>The Whale (Jane Considine)</p>  <p>- Story writing</p> <p>- Non fiction - Newspaper report</p>	<p>The Great Chocoplot</p>  <p>The Unexpected Guest</p> <p>-Descriptive Writing - character</p> <p>- Narrative</p>	<p>Persuasive letter writing</p> <p>Letter to invite someone to Scandinavia</p>	<p>Dragonology Non chronological report</p>  <p>Aladdin and the Enchanted Lamp</p> 	<p>The Zoo Narrative</p>  <p>Poetry</p> <p>Still I Rise by Maya Angelou Poetry</p>	<p>Non chronological report</p> <p>Viking Boy - The Real Story</p> 
<p>Terminology: determiner pronoun, possessive pronoun adverbial</p>	<p>SPAG Focus:</p> <p><u>Word</u> The grammatical difference between plural and possessive –s</p> <p><u>Sentence</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p> <p><u>Text</u> Paragraphs Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><u>Punctuation</u> Inverted commas for direct speech Apostrophes to mark plural possession Use of commas after fronted adverbials</p>	<p>SPAG Focus:</p> <p><u>Word</u> The grammatical difference between plural and possessive –s</p> <p><u>Sentence</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p> <p><u>Text</u> Paragraphs Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><u>Punctuation</u> Inverted commas for direct speech Apostrophes to mark plural possession</p>	<p>SPAG Focus:</p> <p><u>Word</u> The grammatical difference between plural and possessive –s</p> <p><u>Sentence</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p> <p><u>Text</u> Paragraphs Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><u>Punctuation</u> Inverted commas for direct speech Apostrophes to mark plural possession</p>			

			Use of commas after fronted adverbials			Use of commas after fronted adverbials
Year 5	<p>The Polar Bears Explorers Club</p> 	<p>Shackleton's Journey</p>  <p>Writing to Inform:</p> <p>Non-chronological reports Newspaper report</p> <p>Writing to Entertain:</p> <p>First Person narrative based on Shackleton's Journey Poetry</p> <p>Writing to Persuade:</p> <p>Interview process Letter of application</p>	<p>Who Let the God's Out</p>  <p>Writing to Inform:</p> <p>Descriptive writing of Greek gods and mythical creatures Non-fiction writing based on ancient Greek Life</p> <p>Writing to entertain:</p> <p>Structure of ancient Greek myths - planning and writing own Greek myth</p>		<p>Cogheart</p> 	<p>Until I met Dudley</p> 
Terminology: modal verb, relative pronoun relative clause parenthesis,	<p>SPAG Focus:</p> <p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) Verb prefixes (dis-, de-, mis-, over- and re-)</p>	<p>SPAG Focus:</p> <p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) Verb prefixes (dis-, de-, mis-, over- and re-)</p>	<p>SPAG Focus:</p> <p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) Verb prefixes (dis-, de-, mis-, over- and re-)</p>		<p>SPAG Focus:</p> <p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) Verb prefixes (dis-, de-, mis-, over- and re-)</p>	

<p>bracket, dash cohesion, ambiguity</p>	<p><u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must) <u>Text</u> Devices to build cohesion within a paragraph (then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time <u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>	<p><u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must) <u>Text</u> Devices to build cohesion within a paragraph (then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time <u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>	<p><u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must) <u>Text</u> Devices to build cohesion within a paragraph (then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time <u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>
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<p>Year 6</p>	<p><u>Everest</u></p>  <p>Describe summitting</p> 	<p><u>Lost words</u></p> 	<p><u>The Little Ships</u></p>  <p>(poetry and story writing)</p> <p>Blitz - setting description, narrative</p> <p><u>Letters from the lighthouse</u></p> <p>Writing to Inform:</p> <p>(Winston Churchill biography)</p>	<p><u>Rose Blanche</u></p>  <p>story</p> <p>writing</p> <p><u>Skyward</u></p>	<p><u>Wonder</u></p>  <p>Writing to Persuade:</p> <p>Persuasive letter-linked to Crime and Punishment</p> <p>Writing to Explain</p>	<p><u>Wonder</u></p> 
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	<p>Writing to Inform:</p> <p>Biographies (Mary Anning, Charles Darwin)</p> <p>Newspaper Report (Kensuke's Kingdom)</p> <p>Letter writing formal (King Charles Headteachers for roles and responsibilities) informal Windrush generation letter home</p>	<p><u>The best Christmas present in the world</u></p>  <p>Letter from the trenches (Christmas Day truce)</p> <p>Adventure story-home Kensuke's Kingdome</p>	<p>Blitz - setting description, narrative Female pilots during WWII</p> 		<p>Journey of a Red Blood Cell</p>	
<p>Terminology:</p> <p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p><u>SPAG Focus:</u></p> <p><u>Spelling</u> based on phonemes ay, e, ee, i, ie, o</p> <p><u>Word</u> The difference between vocabulary typical of informal speech and formal speech</p> <p>Synonyms and antonyms</p> <p><u>Sentence</u> Use of the passive to affect the presentation of information in a sentence Use of question tags Use of subjunctive forms</p> <p><u>Text</u> Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Layout devices</p> <p><u>Punctuation</u> Semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Bullet points</p> <p>Hyphens</p>	<p><u>SPAG Focus:</u></p> <p><u>Spelling</u> based on phonemes j, k, l, r, s, t</p> <p><u>Word</u> The difference between vocabulary typical of informal speech and formal speech</p> <p>Synonyms and antonyms</p> <p><u>Sentence</u> Use of the passive to affect the presentation of information in a sentence Use of question tags Use of subjunctive forms</p> <p><u>Text</u> Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Layout devices</p> <p><u>Punctuation</u> Semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Bullet points</p> <p>Hyphens</p>	<p><u>SPAG Focus:</u></p> <p><u>Spelling</u> based on phonemes s, sh, revision</p> <p><u>Word</u> The difference between vocabulary typical of informal speech and formal speech</p> <p>Synonyms and antonyms</p> <p><u>Sentence</u> Use of the passive to affect the presentation of information in a sentence Use of question tags Use of subjunctive forms</p> <p><u>Text</u> Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Layout devices</p> <p><u>Punctuation</u> Semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Bullet points</p> <p>Hyphens</p>			

