










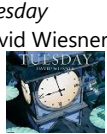

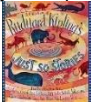






Woodside C of E Primary School – English: Writing Long-Term Plan 2023-2024



YEAR 6	Autumn Term			Spring Term			Summer Term		
Topics (Geography/ History)	What is the importance of African trade to different countries? What significant turning points are remembered in Britain's history?			How are the physical features of the Polar regions different to the UK? What is Benin's significance to Britain?			What is the impact of sustainability on the environment? How did the Civil Rights movement bring about change?		
Core Texts	Traditional Tales <i>Myths & Legends of the World</i> Lonely Planet 	NF: True Story <i>The Man who walked between the Towers</i> Mordicai Gerstein 	Story: Historical Setting <i>Star of Hope, Star of Fear</i> Jo Hoestlandt [Pathways 1] 	Contemporary Fiction <i>Holes</i> Louis Sachar 	Non-Fiction <i>Can we save the tiger?</i> Martin Jenkins [Pathways 2] 	Classic Poetry <i>Jabberwocky</i> Lewis Carroll 	Shakespeare <i>Macbeth</i> [extracts + version] 	Contemporary Fiction <i>The Rabbits</i> Shaun Tan 	NF: Website <i>Paris 2024</i> 
Incidental Writing Opportunity	Writing to narrate - dialogue <i>Dialogue between characters</i>	Writing to describe <i>Setting Description</i>	Writing to recount events <i>Diary in role as a character</i>	Writing to recount events <i>Letter in role as Stanley</i>	Writing to inform Voiceover for TV documentary	Writing to narrate - Opening section as a story	Writing to describe Character description e.g. witches in role as a character	Writing to persuade Persuasive letter – saving the rabbits	Writing to inform Multi-genre text linked to the Olympics
Final Writing Outcome	Writing to narrate Own traditional tale based on one read	Writing to recount events – journalistic Newspaper article about the events	Writing to narrate Rewrite a section in role e.g. mother	Writing to persuade Persuasive leaflet – 'Come to Camp Green Lake'		Writing to inform Non-chronological report – Jabberwocky	Writing to recount events Letter to Lady Macbeth in role as Macbeth	Writing to narrate - Dual narrative – same section of story told by two characters	
						Writing to narrate - Reverse narrative of the poem	Writing to recount events – journalistic Newspaper article about the death of King Duncan	Writing poetry Describing the scene / emotions	
Grammar Skills	<ul style="list-style-type: none"> - Use relative clauses beginning with <i>who, which, where, when, whose, that</i> Y5 - Use cohesive devices within a paragraph Y5 - Use a range of multi-clause sentences with a wider range of conjunctions <i>and, but, because, if, when, so, or, as, since, until, while, before, after</i> - Use a range of simple, progressive and present perfect verb forms Y5 - Use adverbials, varying their position within the sentence Y5 - Identify and use active and passive voice in sentences - Link ideas across paragraphs using a wider range of cohesive devices – adverbials, synonyms, pronouns, conjunctions 			<ul style="list-style-type: none"> - Use a range of multi-clause sentences with a wider range of conjunctions <i>and, but, because, if, when, so, or, as, since, until, while, before, after</i> - Identify and use active and passive voice in sentences - Link ideas across paragraphs using a wider range of cohesive devices – adverbials, synonyms, pronouns, conjunctions - Use the past perfect verb form to mark relationships of time and cause ❖ Use verb tenses consistently and correctly throughout writing 			<ul style="list-style-type: none"> ❖ Select the vocabulary and grammatical structures that reflect what the writing requires ❖ Use a range of devices to build cohesion within and across paragraphs ❖ Use verb tenses consistently and correctly throughout writing - Use the past perfect verb form to mark relationships of time and cause - Use subjunctive forms in some very formal writing and speech 		
Punctuation Skills	<ul style="list-style-type: none"> - Use commas to clarify meaning or avoid ambiguity (<i>mark phrases and clauses</i>) Y5 - Indicate parenthesis using brackets, commas and dashes Y5 - Use punctuation for direct speech accurately and consistently Y5 			<ul style="list-style-type: none"> - Use semi-colons to mark the boundary between independent clauses - Use a colon to introduce a list - Punctuate bullet points consistently 			<ul style="list-style-type: none"> ❖ Use the range of punctuation taught at KS2 - Use the colon and dash to mark the boundary between independent clauses - Use semi-colons within lists - Use hyphens to avoid ambiguity 		



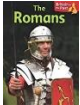


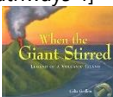
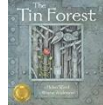
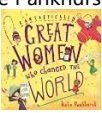

Woodside C of E Primary School – English: Writing Long-Term Plan 2023-2024



YEAR 5	Autumn Term			Spring Term			Summer Term		
Topics (Geography/ History)	How did Britain change between 1400 and 1700?		How do the physical features of mountains impact on locality?		Why was Queen Elizabeth I's reign so significant for England?		Why is the Amazon rainforest important? Ancient civilisations – what significance do they have today?		
Core Texts	Contemporary Fiction <i>Tuesday</i> David Wiesner 	Non-Fiction <i>First News</i> 	Traditional Tales <i>Just so Stories</i> Rudyard Kipling 	Contemporary Fiction <i>The Paperbag Prince</i> Colin Thompson [Pathways 5] 	Story: Historical Setting <i>Cinderella of the Nile</i> Beverley Naidoo 	Non-Fiction <i>A Year Full of Celebrations and Festivals</i> Christopher Corr 	Shakespeare <i>A Midsummer Night's Dream</i> [extracts & version] 	NF: True Story <i>Queen of the Falls</i> Chris van Allsburg [Pathways 1] 	Contemporary Fiction <i>Floodland</i> Marcus Sedgwick 
Incidental Writing Opportunity	Writing to describe Setting Description	Writing to inform Information paragraph about the Battle of Bosworth	Writing to narrate - dialogue Dialogue between characters	Writing to recount events Letter in role as the man	Writing to describe Character Description – Rhodopis	Writing poetry Descriptive poem about a festival	Writing to narrate Retell section in role as a character	Writing to recount events Diary in role as Annie	Writing to persuade Persuasive speech in role as Dooby – 'join the gang'
Final Writing Outcome	Writing to narrate Adventure story to accompany the book	Writing to recount events – journalistic * Newspaper article linked to school trip e.g. Bosworth Field	Writing to narrate Alternative opening or ending to one of the stories	Writing to persuade Persuasive leaflet about 'reduce, reuse, recycle'	Writing to narrate Retell story in role as Rhodopis	Writing to inform Non-chronological report – festivals	Writing to narrate - dialogue Dialogue between characters	Writing to recount events – journalistic * Newspaper article about the events	Writing to narrate - Dual narrative – same section of story told by two characters
Grammar Skills	<ul style="list-style-type: none"> - Use a range of multi-clause sentences with a wider range of conjunctions <i>and, but, because, if, when, so, or, as, since, until, while</i> - Use fronted adverbials for time, manner and place Y4 - Use expanded noun phrases with modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with curly hair</i> Y4 - Use the present perfect form of verbs instead of the simple past Y4 - Vary the position of the subordinate clause in sentences Y4 - Use modal verbs to indicate degrees of possibility - Link ideas across paragraphs using adverbials of time, place and number 			<ul style="list-style-type: none"> - Vary the position of the subordinate clause in sentences Y4 - Use modal verbs to indicate degrees of possibility - Link ideas across paragraphs using adverbials of time, place and number - Use adverbs, preposition phrases and expanded noun phrases to add detail, qualification and precision - Use relative clauses beginning with <i>who, which, that</i> - Use adverbs to indicate degrees of possibility e.g. <i>perhaps, surely</i> - Use a range of simple, progressive and present perfect verb forms 			<ul style="list-style-type: none"> - Use relative clauses beginning with <i>who, which, where, when, whose, that</i> - Link ideas across paragraphs using adverbials of time, place and number - Use adverbs to indicate degrees of possibility e.g. <i>perhaps, surely</i> - Use adverbs, preposition phrases and expanded noun phrases to add detail, qualification and precision - Use a range of simple, progressive and present perfect verb forms - Use adverbials, varying their position within the sentence - Use cohesive devices within a paragraph 		
Punctuation Skills	<ul style="list-style-type: none"> - Use commas after fronted adverbials Y4 - Use inverted commas, start and end punctuation, a comma after the reporting clause and new speaker, new line in direct speech Y4 - Indicate parenthesis using brackets e.g. <i>Bosworth (in Warwickshire); ... was late (as usual)</i> - Use a comma after a subordinate clause at the start of a sentence 			<ul style="list-style-type: none"> - Use apostrophes to mark singular and plural possession e.g. <i>the girl's name, the girls' name</i> Y2 Y4 - Use a comma after a subordinate clause at the start of a sentence - Use punctuation for direct speech accurately and consistently - Indicate parenthesis using brackets and commas - Use commas to clarify meaning or avoid ambiguity (mark phrases and clauses) 			<ul style="list-style-type: none"> - Use punctuation for direct speech accurately and consistently - Use commas to clarify meaning or avoid ambiguity (mark phrases and clauses) - Indicate parenthesis using brackets, commas and dashes 		







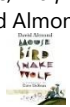


Woodside C of E Primary School – English: Writing Long-Term Plan 2023-2024



YEAR 4	Autumn Term			Spring Term			Summer Term		
Topics (Geography/History)	Why was Romanisation significant to Britain?	How do the physical features of rivers impact on locations and people?		What changes did the Saxons make in Britain?			What are the similarities and differences between North and South America? Why was 1066 a significant year for Britain?		
Core Texts	Contemporary Fiction <i>Leon & the Place Between</i> G Baker-Smith [Pathways 2] 	Classic Fiction <i>The Lion, the Witch & the Wardrobe</i> [abridged] CS Lewis 	Non-Fiction <i>The Romans – Britain in the Past</i> Moira Butterfield 	Story: Historical Setting <i>Escape from Pompeii</i> Christina Balit [Pathways 3] 	NF: True Story <i>One Plastic Bag</i> Miranda Paul 	Traditional Tales <i>When the Giants Stirred</i> Celia Godkin [Pathways 4] 	Contemporary Fiction <i>The Tin Forest</i> Helen Ward 	Non-Fiction <i>Fantastically Great Women...</i> Kate Pankhurst 	Contemporary Fiction <i>Peace Maker</i> Malorie Blackman 
Incidental Writing Opportunity	Writing to describe Character Description – Abdul Kazam	Writing to narrate Short section in role	Writing to inform Information paragraph e.g. Roman army	Writing to describe Setting Description	Writing to narrate Short section in their own words	Writing to recount events Letter in role as a character	Writing poetry Descriptive poem before & after	Writing to persuade * Persuasive speech in role as woman from book	Writing to recount events Diary in role as a character
Final Writing Outcome	Writing to recount events Diary from Leon's point of view from the place between	Writing to narrate Alternative opening – different way into Narnia	Writing to persuade * Advert e.g. join the army, Roman villa	Writing to narrate Retell the story from a character's point of view	Writing to persuade * Persuasive letter to villagers	Writing to narrate - dialogue Dialogue between chief & villagers	Writing to narrate Own adventure story	Writing to inform Non-chronological report – 'great' people	Writing to describe Character description – new crew member (alien)
Grammar Skills	<ul style="list-style-type: none"> - Express time and place using prepositions and adverbs Y3 - Use a range of multi-clause sentences with a wider range of conjunctions <i>and, but, because, if, when, so, or</i> Y3 - Identify and use progressive past tense and progressive present tense in sentences Y4 - Use fronted adverbials for time - Use expanded noun phrases with modifying adjectives e.g. <i>the strict teacher, the old dusty book</i> - Identify and use determiners - Organise writing into paragraphs including a change in time 			<ul style="list-style-type: none"> - Use a range of multi-clause sentences with a wider range of conjunctions <i>and, but, because, if, when, so, or, as, since</i> - Identify and use determiners - Use fronted adverbials for time and manner - Use expanded noun phrases with modifying adjectives, nouns e.g. <i>the maths teachers, the football match</i> and preposition phrases e.g. <i>the house around the corner, a cat in the tree</i> - Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition - Organise writing into paragraphs including a change in time and place 			<ul style="list-style-type: none"> - Use a range of multi-clause sentences with a wider range of conjunctions <i>and, but, because, if, when, so, or, as, since, until, while</i> - Identify and use determiners - Use expanded noun phrases with modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with curly hair</i> - Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition - Vary the position of the subordinate clause in sentences - Use fronted adverbials for time, manner and place - Use the present perfect form of verbs instead of the simple past - Organise writing into paragraphs including a change in time, place and speaker 		
Punctuation Skills	<ul style="list-style-type: none"> - Use apostrophes to mark singular possession e.g. <i>Bob's coat, the cat's basket</i> Y2/3 - Use commas after fronted adverbials - Use <i>inverted commas</i> Y3 plus start and end punctuation in direct speech e.g. <i>"Don't do that!" said Jason.</i> 			<ul style="list-style-type: none"> - Use commas after fronted adverbials - Use inverted commas, start and end punctuation plus a comma after the reporting clause in direct speech e.g. <i>Jason said, "Don't do that!"</i> 			<ul style="list-style-type: none"> - Use commas after fronted adverbials - Use inverted commas, start and end punctuation, a comma after the reporting clause and new speaker, new line in direct speech - Use apostrophes to mark plural possession e.g. <i>the girl's name, the girls' name</i> 		



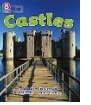


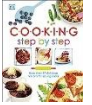




Woodside C of E Primary School – English: Writing Long-Term Plan 2023-2024



YEAR 3	Autumn Term			Spring Term			Summer Term		
Topics (Geography/History)	How did Britain change over the Stone, Bronze and Iron Ages?		How do different natural disasters impact on locations and people?		Why were the Greeks significant to the western world?		What are the human and physical features of Warwickshire? Why was Alan Turing significant in World War II?		
Core Texts	Story: Historical Setting Stone Age Boy Satoshi Kitamura [Pathways 3] 	Non-Fiction Explore! Stone, Bronze & Iron Ages Sonya Newland 	Contemporary Fiction Seal Surfer Michael Foreman [Pathways 1] 	Traditional Tales The Orchard book of 1 st Greek Myths Saviour Pirotta 	Contemporary Fiction Winter's Child Angela McAllister [Pathways 2] 	NF: True Story Zeraffa Giraffa Dianne Hofmeyr [Pathways 6] 	Contemporary Fiction Mouse, Bird, Snake, Wolf David Almond 	Non-Fiction Illustrated Atlas of Britain & Ireland Usborne 	Classic Fiction The Hodgeheg Dick King Smith 
Incidental Writing Opportunity	Writing to describe Setting description	Writing to inform Information paragraph about Stone Age tools	Writing to narrate Alternative opening	Writing to recount events Letter in role as Theseus	Writing poetry List poem	Writing to narrate Short section in their own words	Writing to recount events Diary in role as a character	Writing to inform Information paragraph about place in the book	Writing to describe Character Description – Max
Final Writing Outcome	Writing to narrate Historical narrative Stone Age Boy/Girl – retelling the story	Writing to instruct Instructions linked to Stone Age	Writing to recount events Letter in role recounting events – boy to friend/Grandad	Writing to narrate Own traditional tale – myth Theseus and the X	Writing to describe Character Description – Spring Child	Writing to recount events Diary from the girl's point of view	Writing to narrate New ending for the story	Writing to inform Non-chronological report – local area	Writing to narrate – dialogue * Conversation between Max and another character
Grammar Skills	<ul style="list-style-type: none"> - Use a range of different sentence types for effect – statements, questions, commands, exclamations Y2 - Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour Y2 - Use present and past tense consistently and correctly (simple) Y2 - Group related information into sections Y2 - Use a range of multi-clause sentences with a range of conjunctions <i>and, but, because, if</i> - Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or consonant 			<ul style="list-style-type: none"> - Use a range of different sentence types for effect – statements, questions, commands, exclamations Y2 - Use present and past tense consistently and correctly (simple) - Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or consonant - Express time and place using prepositions - Use a range of multi-clause sentences with a range of conjunctions <i>and, but, because, if, when, so, or</i> - Identify and use progressive past tense and progressive present tense in sentences - Begin to organise writing into paragraphs with support 			<ul style="list-style-type: none"> - Use a range of different sentence types for effect – statements, questions, commands, exclamations Y2 - Use present and past tense consistently and correctly (simple) - Use a range of multi-clause sentences with a range of conjunctions <i>and, but, because, if, when, so, or</i> - Identify and use progressive past tense and progressive present tense in sentences - Express time and place using prepositions and adverbs - Begin to organise writing into paragraphs 		
Punctuation Skills	<ul style="list-style-type: none"> - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Y2 - Use apostrophes to mark where letters are missing (contractions) e.g. <i>can't, wouldn't</i> Y2 - Use commas to separate items in a list Y2 - Use apostrophes to mark singular possession e.g. <i>Bob's coat, the cat's basket</i> 			<ul style="list-style-type: none"> - Use apostrophes to mark singular possession e.g. <i>Bob's coat, the cat's basket</i> - Use inverted commas to punctuate direct speech – single comment e.g. <i>"Help" shouted George.</i> 			<ul style="list-style-type: none"> - Use inverted commas to punctuate direct speech – short back and forth conversation e.g. <i>"Help" shouted George. "I'm coming" replied Iris.</i> 		

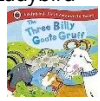
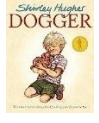
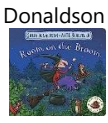









Woodside C of E Primary School – English: Writing Long-Term Plan 2023-2024



YEAR 2	Autumn Term				Spring Term			Summer Term		
Topics (Geography/ History)	What are the human and physical features of the world? How have castles changed over time?				How is living in the Malawi similar and different to living in the UK? Why is Walter Tull significant?			How are locations by the coast similar and different? Why is Grace O'Malley significant for Irish history?		
Core Texts	Traditional Tales <i>The Elves and the Shoemaker</i> Ladybird 	Contemp Fiction <i>The Dragon Machine</i> Helen Ward [Pathways 3] 	Non-Fiction <i>Castles</i> Maggie Freeman 	Classic Fiction <i>Where the Wild Things are</i> Maurice Sendak 	Contemp Fiction <i>Lila and the Secret of Rain</i> David Conway 	Non-Fiction <i>Cooking Step by Step</i> DK 	Classic Fiction <i>The Owl who was Afraid of the Dark</i> Jill Tomlinson [Pathways 2] 	Contemp Fiction <i>The Snorch & the Sailor</i> Will Buckingham 	Traditional Tales <i>Rapunzel</i> Beth Woolvin 	Non-Fiction <i>Above and Below</i> Hanako Clulow 
Writing Outcomes	Writing to narrate Retell the story in own words	Writing to describe Character description - dragons	Writing to inform Non-chronological report – Tamworth castle	Writing to describe Setting description	Writing to describe Setting description – the village / the savannah	Writing to instruct Instructions for a recipe e.g. pancakes	Writing to recount events Diary in role as Plop Writing to describe Character description – Plop Writing to inform Non-chronological report – owls	Writing to instruct Instructions for samphire soup	Writing to narrate Ending to the story	Writing to inform Non-chronological report – topic-linked e.g. coasts
		Writing to recount events Diary in role as George		Writing to narrate Adventure story				Writing to narrate Own adventure story based on the text	Writing to recount events Letter in role as Rapunzel	
Grammar Skills	<ul style="list-style-type: none"> - Write single-clause sentences Y1 - Use <i>and</i> to join single-clause sentences Y1 - Use conjunctions in multi-clause sentences – <i>and, because</i> - Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour - Use a range of different sentence types in their writing – statements, questions - Use simple past tense and simple present tense 				<ul style="list-style-type: none"> - Write single-clause sentences Y1 - Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour - Use simple past tense and simple present tense - Use a range of different sentence types in their writing – statements, questions, commands - Use co-ordinating conjunctions in multi-clause sentences <i>and, but</i> - Use sub-ordinating conjunctions in multi-clause sentences <i>because, if</i> 			<ul style="list-style-type: none"> - Write single-clause sentences Y1 - Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour - Use a range of different sentence types in their writing – statements, questions, commands, exclamations - Use a range of conjunctions in multi-clause sentences – <i>and, but, because, if</i> - Use present and past tense consistently and correctly (simple) - Group related information into sections 		
Punctuation Skills	<ul style="list-style-type: none"> - Use a capital letter for names of people, places and names of days of the week <i>and</i> the personal pronoun I Y1 - Use capital letters and full stops to demarcate sentences - Use question marks when required to demarcate sentences 				<ul style="list-style-type: none"> - Use capital letters and full stops to demarcate sentences - Use question marks when required to demarcate sentences - Use apostrophes to mark where letters are missing (contractions) e.g. <i>can't, wouldn't</i> 			<ul style="list-style-type: none"> - Use capital letters and full stops to demarcate sentences - Use question marks when required to demarcate sentences - Use apostrophes to mark where letters are missing (contractions) e.g. <i>can't, wouldn't</i> - Use exclamation marks when required to demarcate sentences - Begin to use apostrophes to mark singular possession e.g. <i>Bob's coat, the cat's basket</i> - Use commas to separate items in a list 		

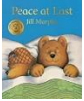

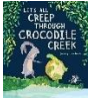
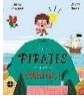




Woodside C of E Primary School – English: Writing Long-Term Plan 2023-2024



YEAR 1	Autumn Term				Spring Term				Summer Term			
Topics (Geography/ History)	What is a map and how do they help us? How has Maypole Lane changed over the years?				Why do tourists visit the United Kingdom? What was the Great Fire of London and how did it change London?				How do the seasons change the environment? Why was the 1960s a decade of change?			
Core Texts	Traditional Tales <i>The Three Billy Goats Gruff</i> Ladybird 	Classic Fiction <i>Dogger</i> Shirley Hughes 	Contemp Fiction <i>Room on the Broom</i> Julia Donaldson 	Contemp Fiction <i>Lost and Found</i> Oliver Jeffers [Pathways 1] 	Contemp Fiction <i>The Lion Inside</i> Rachel Bright [Pathways 3] 	Traditional Tales <i>The Gingerbread Man</i> Ladybird 	Classic Fiction <i>Katie in London</i> James Mayhew 	Non-Fiction <i>The Big Book of Beasts</i> Yuval Zommer 	Contemp Fiction <i>Grandma Bird</i> Benji Davies 	Classic Fiction <i>The Tiger who came to tea</i> Judith Kerr 	Non-Fiction <i>Fact Cat: Weather</i> Izzi Howell 	Traditional Tales <i>The Hare and the Tortoise</i> Brian Wildsmith 
Writing Outcomes	Writing to narrate Speech bubble in role as the Troll	Writing to recount events Sentence(s) about the Summer Fayre in role as Dave/Bella	Writing to describe Sentence(s) about what the witch can see (setting)	Writing to narrate Speech bubble in role as a character	Writing to describe Sentence(s) about the lion	Writing to narrate Sentences to retell the story in own words	Writing to describe Sentence(s) about the setting (London)	Writing to inform Information text about an animal	Writing to describe Setting description – inside & outside Grandma’s house	Writing to recount events In role as the girl	Writing to inform Information text about weather	Writing to describe Description of the hare
	Writing to describe Sentence(s) about the troll	Writing to describe Sentence(s) about Dogger e.g. for ‘Lost’ poster	Writing to recount events Sentence(s) in role as a character	Writing to describe Sentence(s) about a place in the story (setting)	Writing to narrate Thought bubbles in role as the mouse & the lion	Writing to recount events Letter in role as the fox	Writing to narrate Own Katie story e.g. <i>Katie in Baddesley</i>			Writing to narrate Own ‘X came to tea’ story		Writing to narrate Retell the story in own words
	Writing to narrate Sentence(s) about the story	Writing to narrate Sentence(s) retelling the story	Writing to instruct Simple instructions for potion	Writing to inform Sentence(s) about penguins		Writing to instruct Simple instructions e.g. gingerbread man						
Grammar Skills	- Write phrases and sentences that can be read by others YR - Combine words to make sentences - Join words using <i>and</i>				- Combine words to make sentences - Write single-clause sentences - Use adjectives to describe				- Combine words to make sentences - Write single-clause sentences - Use adjectives to describe - Use <i>and</i> to join single-clause sentences			
Punctuation Skills	- Separate words with spaces with support YR - Punctuate sentences using a capital letter and full stop with support YR - Use a capital letter for the personal pronoun /				- Use a capital letter for the personal pronoun / - Separate words with spaces - Punctuate sentences using a capital letter and full stop - Use a capital letter for names of people and places				- Punctuate sentences using a capital letter and full stop - Use a capital letter for names of people, places and names of days of the week - Begin to use question marks when required to demarcate sentences			

Woodside C of E Primary School – English: Writing Long-Term Plan 2023-2024



RECEPTION	Autumn Term		Spring Term		Summer Term			
Topics	It's all about Me!	Let's Celebrate!	Places and Spaces	On the Move	Amazing Animals		And we're Off!	
Core Texts	Classic Fiction <i>Peace at Last</i> Jill Murphy 	Traditional Tales <i>The Three Little Pigs</i> Mara Alperin 	Contemp Fiction <i>Let's all Creep through Crocodile Creek</i> Jonny Lambert 	Contemp Fiction <i>The Pirates are Coming</i> John Condon 	Contemp Fiction <i>Gigantosaurus</i> Jonny Duddle 	Classic Fiction <i>Mog</i> Judith Kerr 	Traditional Tales <i>The Little Mermaid</i> Once upon a World 	Contemp Fiction <i>The Sea Saw</i> Tom Percival 
Writing Outcomes	Writing opportunities: <ul style="list-style-type: none"> Labels Lists Own name 	Writing opportunities: <ul style="list-style-type: none"> Labels Captions Lists 	Writing opportunities: <ul style="list-style-type: none"> Labels Captions and phrases Simple sentences 	Writing opportunities: <ul style="list-style-type: none"> Captions and phrases Simple sentences 	Writing to recount events Sentence(s) about the zoo trip	Writing to narrate Speech bubble in role as Mog	Writing to describe Sentence(s) about Ursula	Writing to narrate Sentence(s) to retell the story
					Writing to describe Sentence(s) about the dinosaurs	Writing to narrate Sentence(s) about the story	Writing to narrate Sentence(s) about the story	Writing to describe Sentence(s) about special objects
					Writing to narrate Sentence(s) about the story		Writing to recount events Sentence(s) about a real experience e.g. cinema afternoon	Writing to narrate Speech bubble in role as the bear
Grammar Skills			- Write simple phrases and sentences with support		- Write simple phrases and sentences that can be read by others			
Punctuation Skills	- Use a capital letter for own name (1 st name) - Identify capital letters, finger spaces and full stops in sentences		- Use a capital letter for own name (1 st name) - Begin to separate words with spaces with support - Begin to use capital letters and full stops with support		- Separate words with spaces with support - Punctuate sentences with capital letters and full stops with support			