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| **F1**  **Long-Term Plan** | | |
| **Autumn** | **Spring** | **Summer** |
| * Children attempt to make marks on big paper using chunky pencils and crayons. * Sometimes gives meaning to marks as they draw or paint. | * Will attempt to make marks in response to a story. * Will attempt to use a variety of writing tools and different sized paper. * Talks about what they draw. * Beginning to show awareness of the way stories are structured. * Overwrites and attempts to copy underneath writing. | * Attempt to write some clearly identifiable letters in their mark making. * Can write the first letter in their name. * Can order now and next visuals from a story. * Begins to use anticlockwise movement and retrace vertical lines. |
| **Autumn** | **Spring** | **Summer** |
| We’re going on a bear hunt  Brown Bear  Goldilocks  Peace at last | Little Red Hen  Farmer duck  Jack and Beanstalk  Hungry Caterpillar | Tiger came to Tea  Handa’s hen  Giraffes can’t dance  Handa’s surprise |

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| **F2**  **Long-Term Plan** | | |
| **Autumn**  **Bears** | **Spring**  **Growing** | **Summer**  **Animals** |
| **Autumn 1**   * Attempt to write a letter in their mark making. * Write some of their first name but with some errors.   **Autumn 2**   * May write the correct letter to match initial sounds. * Write their name with letters in the correct order, including capital letters and lower-case attempts for other letters. * Writes own name with most letters correctly formed | **Autumn 1**   * Write the letters in their name all correctly formed. * May write the correct letter to match end sounds. * Consistently identify the start and end of words with finger spaces. * Children to write one sentence in a meaningful context, this can be dictated, using the common words they can spell and their phonetic knowledge.   **Autumn 2**   * Write the correct letter for the medial sounds. * Children will be able to spell some HF words. * Children to write one sentence in a meaningful context, using the common words they can spell and their phonetic knowledge. | **Autumn 1**   * Write some CVC, CCVC, CVCC. * Writing will have finger spaces, a full stop and start with a capital letter. * Writing can be read by themselves and others with little mediation.   **Autumn 2**   * Write recognisable letters, most of which are correctly formed. * Spell appropriate HF words correctly. * Spell words by identifying sounds in them and representing the sounds. * Write simple phrases and sentences that can be read by others. |
| **Autumn Fiction** | **Spring Fiction** | **Summer Fiction** |
| We’re going on a bear hunt  Brown Bear  Goldilocks  Peace at last | Little Red Hen  Farmer duck  Jack and Beanstalk  Hungry Caterpillar | Tiger came to Tea  Handa’s hen  Giraffes can’t dance  Handa’s surprise |
| **Autumn Non-fiction** | **Spring Non-fiction** | **Summer Non-fiction** |
| Books about bears | Books about farms and growing | Books about wild animals and other countries |

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| **Year 1**  **Writing Long-term Plan** | | | | |
| **Autumn Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (6+7)** | **Cold Write** | **Hot Write** |
| Rainbow Fish | Labels and Captions | 2 weeks | Caption an image from the book. | Caption a different image from the book. |
| Rainbow Fish | Character description | 2 weeks | Describe a character from the text. | Describe another character from the text. |
| Elephant and the bad Baby | Instructions | 2 weeks | How to make toast. | How to make a jam sandwich. |
| Elephant and the bad Baby | Narrative | 2 weeks | Retell the story. | Innovate the story – change a character. |
| Where’s My Teddy? | Labels and Captions | 1 week | Caption an image from the book. | Caption a different image from the book. |
| Avocado Baby | Character description | 1 week | Describe a character from the text. | Describe mother from the text. |
| Avocado Baby | Narrative | 2 weeks | Retell the story. | Continue/innovate the story. |
| Whole School Writing Assessment – 1 week | | | | |
| **Spring Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (6+6)** | **Cold Write** | **Hot Write** |
| The Koala who could | Narrative | 2 | Retell the story. | Write own story containing one of the characters. |
| The Koala who could | Setting description | 2 | Setting description from start of text. | Setting description from later in the text. |
| Funny Bones | Non-chronological report | 2 | Report about the body. | Report about bones. |
| Funny Bones | Narrative | 2 | Retell the story. | Innovate the story – setting and character. |
| Diary of a Wombat | Setting description | 2 | Setting description – image from Australia. | Setting description – image from the text. |
| Michael Rosen Collection | Poetry | 1 | Write a poem about home. | Write a poem about school. |
| Whole School Writing Assessment – 1 week | | | | |
| **Summer Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (5+6)** | **Cold Write** | **Hot Write** |
| Billy and the Beast | Non-chronological report | 2 | Report on beasts. | Report on seasons – linked to science unit. |
| Jolly Postman | Postcard | 2 | Write postcard based on school trip. | Write postcard in role as a character. |
| Zog | Narrative | 2 | Retell the story. | Innovate own story based on the text – setting, character, and event. |
| Hairy McClairy | Poetry | 1 | Write a rhyming poem. | Write a poem based on the story that rhymes. |
| Beegu | Recount | 2 | Recount the school trip. | Recount in role as Beegu. |
| Whole School Writing Assessment – 1 week | | | | |

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| **Year 2**  **Writing Long-term Plan** | | | | |
| **Autumn Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (6+7)** | **Cold Write** | **Hot Write** |
| Zog | Character description | 2 weeks | Describe character from ‘Lost and Found’ (prior knowledge). | Describe ‘Zog’ |
| On the Way Home | Narrative | 2 weeks | Retell the story. | Innovate the story. |
| On the Way Home | Narrative | 2 weeks | Retell the story. | Innovate the story. |
| Dragons | Non-chronological report | 3 weeks | Write a report on dogs (prior knowledge). | Write a report on dragons. |
| N/A | Setting description | 2 weeks | Write a description of a jungle setting. | Write a description of a sea setting. |
| Whole School Writing Assessment – 1 week | | | | |
| **Spring Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (6+6)** | **Cold Write** | **Hot Write** |
| N/A | Instructions | 2 weeks | Instructions for making a sandwich. | Instructions for trapping a stone giant. |
| Snail and the Whale | Narrative | 2 weeks | Retell the story. | Innovate the story. |
| N/A | Poetry | 1 week | Write an acrostic poem – their name. | Write an acrostic poem – Pearson. |
| N/A | Recount | 2 weeks | Recount a school day. | Recount the school trip. |
| Gorilla | Character description | 2 weeks | Describe character of the snail. | Describe character of the girl. |
| Gorilla | Setting Description | 2 weeks | Give image to write setting description. | Describe the setting from Gorilla. |
| Whole School Writing Assessment – 1 week | | | | |
| **Summer Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (5+6)** | **Cold Write** | **Hot Write** |
| N/A | Instructions | 2 weeks | Instructions for getting to school. | Instructions for planting – link to science. |
| Room on the Broom | Narrative  (Innovation) | 2 weeks | Retell the story. | Innovate the story. |
| SATs week | | | | |
| N/A | Recount | 2 weeks | Recount SATs. | Recount a trip. |
| Cops and Robbers | Persuasive poster | 2 weeks | Poster to persuade Mrs Clarkson. | Poster to catch Burglar Bill. |
| Michael Rosen collection | Poetry | 1 week | Write a rhyming poem about school. | Poem based on Michael Rosen. |
| Whole School Writing Assessment – 1 week | | | | |

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| **Year 3**  **Writing Long-term Plan** | | | | |
| **Autumn Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (6+7)** | **Cold Write** | **Hot Write** |
| Lost Happy Endings | Character description | 2 weeks | Write a description of Jub. | Write a description of the witch. |
| Woolly Mammoth | Instructions | 2weeks | Write instructions for how to wash hands. | Write instructions for washing a woolly mammoth. |
| Stone Age Boy | Missing Poster | 2 weeks | Create a missing poster for Stone Age Boy. | Create a missing poster for either Mr Lane or Fred the frog. |
| Horrid Henry | Character description | 2 weeks | Write a character description of Horrid Henry. | Write a character description for the Pirate Peter. |
| Little Red Riding Hood | Narrative | 2 weeks | Write a narrative based on given stimulus. | Innovate the story – change of characters and location. |
| Mog’s Christmas | Narrative | 2 weeks | Mogs Christmas | Watch mog advert and write the narrative to match. |
| Whole School Writing Assessment – 1 week | | | | |
| **Spring Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (6+6)** | **Cold Write** | **Hot Write** |
| The Three Little Pigs and Goldilocks | Narrative | 3 | Write the story of The Three Little Pigs. | Innovate a narrative of Goldilocks. |
| N/A | Narrative | 2 | Watch the video ‘Clock tower’ and write what happens. | Write the story using feedback to improve. |
| Variety of traditional tales | Newspaper Report | 2 | Write a report about what happened in The Three Little Pigs. | Write a report about a different traditional tale. |
| Dragonory | Recount- News report | 2 | Recount events from the story of Awongalema- Brave mouse. | Innovate the characters and events. |
| Magic box | Poetry | 2 | What would you put in the box? | Innovate magic box poem |
| Whole School Writing Assessment – 1 week | | | | |
| **Summer Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (5+6)** | **Cold Write** | **Hot Write** | |
| The Wrong Pong | Diary | 2 | Write a diary entry as Pong. | Write a diary entry as Neville | |
| The Wrong Pong | Information text | 3 | Write a text about trolls (link back to book for information). | Write a text about mummification/animals – link to history / science. | |
| Egyptian Cinderella | Narrative | 3 | Retell the story of the original Cinderella. | Innovate the story as Pearson Cinderella. | |
| The Wrong Pong | Play script | 2 | Write a playscript of a section from The Wrong Pong. | Write up a section of the story as a play script. | |
| Whole School Writing Assessment – 1 week | | | | | |

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| **Year 4**  **Writing Long-term Plan** | | | | |
| **Autumn Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (6+7)** | **Cold Write** | **Hot Write** |
| The Enormous Pumpkin | Diary | 2 weeks | Write a diary entry about their first day in Year 4. | Write a diary entry about an event from the story. |
| N/A | Non-chronological report | 3 weeks | Write a report on an animal. | Non-chronological report about Anglo-Saxons |
| Beowulf | Narrative | 3 weeks | Picture from book – use as stimulus for writing a narrative | Children innovate to write their own heroic narrative. |
| A River’s Journey | Poetry | 2 weeks | Write a poem about a river – based on a picture stimulus of a boy sat by a river. | Write a shape poem about a river. |
| N/A | Narrative | 2 weeks | Writing Assessment | How to train your dragon. |
| Whole School Writing Assessment – 1 week | | | | |
| **Spring Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (6+6)** | **Cold Write** | **Hot Write** |
| N/A | Instructions | 2 weeks | Write instructions for making a sandwich. | Write instructions for how to make healthy biscuits (link to DT). |
| N/A | Discussion Text | 3 weeks | Should children wear school uniform? | Should animals be kept in captivity? Give Y3 version to ensure progression. |
| Room 13 | Narrative | 3 weeks | Picture from book – use as stimulus for writing narrative. | Innovate the story. |
| Vikings | Persuasive leaflet | 3 weeks | Write a persuasive leaflet about looking after our school. | Write a persuasive leaflet about why the Vikings were the most interesting figures from history. |
| Whole School Writing Assessment – 1 week | | | | |
| **Summer Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (5+6)** | **Cold Write** | **Hot Write** |
| N/A | Recount | 2 weeks | Recount what you did in the holidays. | Recount – trip to the Albemarle (pictures taken while there to support). |
| The Lion, the Witch and the Wardrobe | Narrative | 3 weeks | Picture from book – use as stimulus for writing narrative. | Continue narrative from scene when Lucy discovers Narnia. |
| Earthquakes | Explanation text | 3 weeks | Explain why the Vikings invaded Britain. | Explain how Earthquakes happen. |
| Chocolate Cake | Poetry | 2 weeks | Write a poem about your favourite food. | Write a poem about chocolate cake – perform the poem to the class. |
| Whole School Writing Assessment – 1 week | | | | |

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| **Year 5**  **Writing Long-term Plan** | | | | |
| **Autumn Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (6+7)** | **Cold Write** | **Hot Write** |
| Midas – Myths and legends | Narrative | 3 weeks | Retell the story of Medusa. | Retell the story of Midas with their own ending. |
| Alien invasion | Newspaper report | 3 weeks | Write an article about aliens invading Pearson. | Report on Alien Invasion (Literacy Shed). |
| Wallis and Gromit, Cracking Contraptions | Explanation text | 3 weeks | Explanation of launching a space craft. | Explanation of the moon landing. |
| N/A | Poetry | 3 weeks | Write a past, present and future poem. | What will Pearson look like in 29 years? |
| Whole School Writing Assessment – 1 week | | | | |
| **Spring Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (6+6)** | **Cold Write** | **Hot Write** |
| Non-fiction text about Suffragettes | Recount | 3 weeks | Recount of a personal event (Christmas, their last birthday, a school trip they have been on etc). | Recount of an event (art project from autumn term). |
| N/A | Narrative | 3 weeks | Three pictures to stimulate a scary story. | Retell the story of Alma. |
| Renew, recycle | Persuasive letter (formal) | 3 weeks | Persuade someone that being at school on time is important. | Persuade big business to recycle more effectively. |
| Recipe for healthy spaghetti bolognaise | Instructions | 2 weeks | Instructions on how to make a sandwich, tie their shoes etc (range and they select one). | Instructions on how to cook a healthy spaghetti bolognaise recipe (link to PSHE Healthy Me). |
| Whole School Writing Assessment – 1 week | | | | |
| **Summer Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (5+6)** | **Cold Write** | **Hot Write** |
| Pig Heart Boy | Diary | 2 weeks | A diary entry about Augie’s first day at school (use Wonder as warm text). | A diary written from the perspective of Cameron, in Pig Heart Boy. |
| Pig Heart Boy | Discussion text | 2 weeks | Should children wear uniform for school? | Should we use animals to save the lives of humans? |
| Triple trawler disaster. | Narrative | 3 weeks | Sailing themed narrative – take inspiration from the Triple Trawler Disaster. | Modern Twist on the Legend of Poseidon, first person narrative of a sea adventure. |
| Pig Heart Boy,  Medical non-fiction about Heart transplants | Recount | 2 weeks | Recount the Triple Trawler Disaster. | Recount of the process the Cameron went through to get his heart transplant. |
| Talking Turkeys – Benjamin Zephaniah | Poetry (performance) | 1 week | Performance animal poem – use a picture stimulus of a sloth. | Performance poem using chickens as the stimulus. |
| Whole School Writing Assessment – 1 week | | | | |

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| **Year 6**  **Writing Long-term Plan** | | | | |
| **Autumn Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (6+7)** | **Cold Write** | **Hot Write** |
| How to be a teacher | Explanation text | 2 weeks | How to be a good friend? | How to be a student? |
| Piano | Narrative - flashback | 3 weeks | Write a flashback on an event during your summer break. | Retell the story from the Piano. |
| Letters from the Lighthouse | Diary | 3 weeks | Write diary entry as main character from Letter from the Lighthouse (class read). | Write a diary entry as Anne in the annex. |
| N/A | Biography | 4 weeks | Write a bio on themselves. | Write the biography of Adolf Hitler – history link. |
| Whole School Writing Assessment – 1 week | | | | |
| **Spring Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (6+6)** | **Cold Write** | **Hot Write** |
| N/A | Discussion text | 2 weeks | Should mobile phones be allowed in schools? | Should any wild animal ever belong in captivity? |
| N/A | Persuasive letter | 2 weeks | Letter to Headteacher – should mobile phones allowed in school? | Letter to MP – improvement to local area, |
| N/A | Narrative | 3 weeks | Writing assessment | Francis |
| Non-fiction animal texts | Non-chronological report | 2 weeks | Write a report on Pearson Primary School. | Write a report on their own creation of a hybrid animal. |
| SATS week | | | | |
| N/A | Moderation writing | 1 week | Edit and improve flashback for moderation files.  Edit and improve hot writes from Spring for moderation files. | |
| Whole School Writing Assessment – 1 week | | | | |
| **Summer Term** | | | | |
| **Linked Text** | **Genre** | **Weeks (5+6)** | **Cold Write** | **Hot Write** |
| The boy at the back of the class | Newspaper report | 2 weeks | Write a report on The Three Little Pigs (link back to prior work). | Write a report on refugees. |
| Romeo and Juliet | Narrative | 3 weeks | Write the story of Macbeth (supported with video). | Re-tell the story of Romeo and Juliet. |
| N/A | Moderation writing | 2 weeks | Ensure all material ready for writing moderation. | |
| Wonder | Film review | 2 weeks | Write a film review of Wonder (prior class read). | TBC – will depend what film is recently out that children have watched. |
| The Moon – Robert Louis Stevenson | Poetry | 1 week | Write a poem about the moon with a focus on figurative language. | Write a poem about a significant individual in school – adult or friend – with focus on figurative language. |
| Whole School Writing Assessment – 1 week | | | | |