

Long Term Writing Plan

Year 1

Purple- priority, Red-Term 1, Blue- Term 2, Green – Term 3 (Purple, red & blue to be revisited)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils use finger spaces accurately between words in a 3-5 word sentence.							
Pupils use capital letters for the start of a sentence accurately.							
Pupils use full stops to mark the end of a sentence accurately.							
Letter names to be taught and pupils begin to apply into writing for the pronoun I. e.g. I see a dog. I can see the ship. I go to the shop.							
Teach so that pupils write nouns applying their phonic taught patterns. (could write labels on post-it notes and label things around school, application of phonics etc.)							
Write simple sentences with 3-5 words through dictation or use simple talk for writing sentences. E.g. Orally rehearse a sentence Count the words Write the sentence Read for sense Count the words Edit as needed							
Pupils write to describe using 2-3 simple sentences e.g. describe a character from their book, describe an object, write a little book about old toys, write a simple poem with a repeated phrase.							
To Know:	A sentence is a set of words that mean something						
	A sentence says something about someone or about a thing.						

	A series of sentences in sequence can tell a story, recount events or convey information.						
Capital letters for proper nouns							
Capital letter for the pronoun I							
Pupils write 3-4 meaningful sentences using spaces between words, a capital letter and full stops with increased accuracy.							
Pupils use the conjunctions and/ then to join two sentences together. I went to the shop then to the park. I like chicken and chips.							
Teach verb and adjectives so that pupils apply into sentences. E.g. A big dog ran. The pink pig sat. The green frog is jumping.							
Discuss what they have written with the teacher or other pupils							
Begin to use with some accuracy:	Question marks						
	Exclamation marks						
Handwriting begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters & form digits 0-9, 3 x weekly, 3x weekly, 3 x weekly							
Teach prefix un and link to verb and adjective so pupils can apply this prefix to words e.g. unhappy, unlock, unfair, undo (see phonics approach)							
Year 2							
Purple- priority, Red-Term 1, Blue- Term 2, Green – Term 3 (Purple, red & blue to be revisited)							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Write sentences using capital letters, finger spaces, full stops accurately.						
Pupils write simple statement sentences accurately.						
Pupils use expanded noun phrases in their writing with increased independence (determiner, adjective, noun) The terrified men... A delicious bread roll For children who are applying the above independently extend so that they could add 2 adjectives The terrified, exhausted men A delicious, warm bread roll						
Write sentences:	questions					
	Commands					
Pupils to use coordinating conjunctions – or, and, but to extend and join 2 simple sentences.						
Use commas for lists.						
Use subordinating conjunctions (using when, if, that, or because)						
verbs to indicate time are used correctly and consistently						
Pupils understand and use exclamation sentences when it is appropriate in their writing. Starts with what/how, has a verb and ends in an exclamation mark... What a terrible fire it was! What a delicious bread cake it is!						
Pupils are beginning to understand and use past and present tense (and the spelling rules for past tense) in their writing. - just add –ed (ends in two consonants) - has a short vowel sound (a, e, i, o, u) so double the consonant before adding –ed - swap the ‘y’ for an ‘i’ before adding –ed - drop the ‘e’ before adding ‘ed’						
Pupils are beginning to show their understanding and applying simple contractions correctly with the correct use of an apostrophe.						

don't, can't, couldn't, I'm, he'll						
Pupils show understanding and are beginning to use simple contractions for singular possession. Mr Grimley's delicious packed lunch was stolen again!						
Pupils are using some ly adverbs when writing sentences. quickly, slowly, carefully, silently, sneakily,						
Pupils should begin to select appropriate nouns e.g. Dalmatian instead of dog to edit their writing and improve sentences.						
proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)						
Handwriting 3x per week, handwriting 3 x per week, handwriting 3 x per week, start using the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined						
Embed capital letter formation and digits of the correct size, orientation and relationship to one another and to lower-case letters.						
add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly						
<i>Revisit the phase 5 spelling rules</i>						
spell all year 2 common exception words						
a few common homophones.						
Know the possessive apostrophe (singular) [for example, the girl's book]						
spell words with contracted forms						
<i>Distinguishing between homophones and near-homophones e.g. be/ bee. Blew/blue. Night/knight. One/won. Quite/quiet. Bare/bear.</i>						
Year 3						
Purple- priority, Red-Term 1, Blue- Term 2, Green – Term 3 (Purple, red & blue to be revisited)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Use conjunctions with a comma to separate clauses [for example, <i>when, before, after, while, so, because</i>],						
Extend a noun to a prepositional phrase: The apple was under the table. The glider flew through the air.						
Consistency of tense and person						
Use adverbs for when [for example, <i>then, next, soon, therefore</i>],						
Adverbs for where: above, around, away, below, downstairs, everywhere, here, inside, outside, there, up, upstairs, wherever.						
Adverbs for how: angrily, anxiously, cautiously, cheerfully, crossly, cruelly etc						
Use of pronouns for clarity: it, they, her etc						
Inverted commas for speech: "Hello," said the boy. The boy said, "Hello."						
To add a degree of intensity with -ly adverbs: extremely, completely, totally, absolutely, really, (very, quite,) fairly.						
Select alternative and effective verbs						
Use commas for lists						
Plan their writing: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ☑ discussing and recording ideas						
Draft and write						
Evaluate & edit proofread for spelling and punctuation errors						
Handwriting to be taught x3 weekly inked to the phase 5 alternative spelling patterns, x3 weekly, 3 x weekly,						
Spell words that are often misspelt – common exception words						
Revisit common exception word spellings for year 2 in Autumn 1 ☑ Spelling focus 1: adding prefix dis-, in-, ☑ Spelling focus 2: add im- to root words beginning with m or p ☑ Spelling focus 3: adding suffix -ous and the rule of drop the 'e' before adding -ous						

<p>To spell homophones: there/their, no/know, write/right, where/wear, meet/meat, great/grate, break/brake, week/weak</p>						
<p>Learning to spell Y3 common exception words most accurately. Spelling focus 4: add suffix –ly to make a root word an adverb (if the word ends in a y change to an ‘i’ before adding ly) <input type="checkbox"/> Spelling focus 5: words ending in –ture <input type="checkbox"/> Spelling focus 6: adding –ation to verbs to form nouns (if a verb ends in a consonant we usually just add –ation, if verb ends in ‘e’, drop the ‘e’ before adding –ation) <input type="checkbox"/> Spelling focus 7: words with the ‘c’ sound spelt ch <input type="checkbox"/> Spelling focus 8: Words with the sh sound spelt ch</p>						
<p>To spell a wider range of homophones accurately: whether/weather, ball/bawl, not/knot, plain/plane, scene/seen, hear/here, be/bee, male/mail</p>						
<p>Spell Y3 common exception words accurately. Spelling focus 9: Adding the suffix –ion (if the root word ends in t just add –ion, if it ends in te, drop the e before adding –ion) <input type="checkbox"/> Spelling focus 10: Adding the suffix –ian <input type="checkbox"/> Spelling focus 11: Adding the prefix re-, <input type="checkbox"/> Spelling focus 12: Adding the prefix anti- <input type="checkbox"/> Spelling focus 13: Adding the prefix super- <input type="checkbox"/> Spelling focus 14: Adding the prefix sub- <input type="checkbox"/> Spelling focus 15: The short ‘i’ sound spelt ‘y’</p>						
<p>By Summer term children should be writing 3 paragraphs</p>						

Year 4

Purple- priority, Red-Term 1, Blue- Term 2, Green – Term 3 (Purple, red & blue to be revisited)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
use relative pronouns to form a clause that says something more about the noun. - who, which, that (whom and whose) A relative clause is a form of subordinate clause. Commas to be included where appropriate						
use subordinating conjunctions to compare and contrast ideas and join clauses- if, that, then, because, so, while, since, though, although. One of the clauses will not make sense on its own because the conjunction prevents this.						
use a colon to introduce a long list						
To use a semi-colon to separate longer items (e.g. phrases or clauses) within a list.						
To use adverbs within sentences, moving their position to alter the affect and meaning of a sentence. In writing, fronted adverbials are often most effective. <u>Adverbs - how often:</u> always, annually, constantly, hourly, monthly, never, occasionally, often, once etc .						
<u>Adverbs - where</u> (revisited from Yr 3 Spring)						
<u>Adverbs - how much:</u> almost, completely, entirely, little, much, rather, totally, very						
<u>Fronted adverbials</u> followed by a comma: Last week, Frantically, In the afternoon.						
To use comparatives accurately to compare one thing to another: taller, fatter, bigger etc						
Plan their writing						
Draft & Write						
Evaluate & Edit						
To use apostrophes for plural possession. For example, wolves' prey, people's.						
To know that superlatives denote the highest degree or most quality and begin to use these in writing. For example, tallest, fattest, biggest etc						
To correctly punctuate direct speech using accurate placement of speech punctuation.						
Handwriting to be taught x3 weekly linked to spelling rules being taught 3 x week, 3 x weekly, 3 x weekly						
Spelling focus 1: Adding the prefix mis- and revising un-, in-, dis- Spelling focus 2: Words ending in zhuh spelt -sure Spelling focus 3: The short u spelt ou Spelling focus 4: Adding the prefix - auto Spelling focus 5: Adding the suffix -ly Spelling focus 6: Adding the prefix inter-						

Learning to spell Y3/4 common exception words with the majority spelt accurately.						
Spelling: Homophones - pair/pear, groan/grown, main/mane, reign/rain/rein, peace/piece, berry/bury Words with the ay sound spelt eigh, ei, ey : Words ending in -ous : Words with the s sound spelt sc : Possessive apostrophes with plural words : Words ending in zhun spelt -sion						
: Adding il- and revising un-, in-, mis-, dis- : The c sound spelt -que and the g sound spelt -gue : Homophones - heal/heel, missed/mist, who's/whose, accept/except, affect/effect : Adding ir- to words beginning with r : Adding suffix -ion (words ending in ss, t) : Adding suffix -ion (change verbs to nouns, words ending in se)						

Year 5

Purple- priority, Red-Term 1, Blue- Term 2, Green – Term 3 (Purple, red & blue to be revisited)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Semi colon as a silent conjunction: Sam was desperately tired; he wanted to go home to bed.						
Complex sentences using -as, as if, where: Bethany might win the prize if she wins the contest. after, as long as, as though, so long as.						
Variety of sentence length						
Brackets/ commas/dashes for parenthesis: Are you thinking of asking Nicola (she is really nice) to the picnic? Are you thinking of asking Nicola, she is really nice, to the picnic? Are you thinking of asking Nicola - she is really nice - to the picnic?						
Commas for clarity: When the lightning was bright, people were scared.						
Commas for lists (Revise from Year 2)						
Expanded noun phrases to convey complicated information concisely						
Relative clauses : My cat, who loves fish, purrs when I feed her. My school is in Sheffield, which is a city in South Yorkshire.						
Modal verbs : would, should could, can, will, may, might . must , ought to (include negatives now) eg shall not , might not etc						
Adverbs for intensity (revisited from Summer Yr 3)						
Plan their writing						
Draft & write						
Evaluate & edit						

Hyphens: small-scale, re-formed, re-signed.						
Correctly punctuate bullet points: If your bullet point is a full sentence use capital letters and full stops. If your bullet point is part of a list of nouns, you can separate them with a semi colon. Some of the Seven Wonders of the World are: •Stonehenge; •Great Wall of China; •Roman Colosseum.						
Active verbs: Tom threw a ball at the window.						
Active verbs compared to Passive verbs Active : Jane baked the cakes. Passive: The cakes were baked by Jane.						
Complex sentences using - whereas, while, providing.						
Handwriting to be taught 3 x weekly, 3 x weekly, 3 x weekly						
Revise year 3/4 common exception word spellings						
Spelling: Words that contain the letter string -ough : Homophones - cereal/serial, heard/herd, steal/steel, stationary/stationery, father/farther : Words ending in -able : Words with silent letter t : Words ending in -ibly and -ably Homophones and words that are easily confused - allowed/aloud, guessed/guest, passed/past, lead/lead/led						
Spelling: Words ending in -ent Words ending in -ence The ee sound spelt -ei Homophones and other words easily confused - affect/effect, accept/except, advise/advice, practise/ practice words ending in -ant, -ance, -ancy : words ending in shus spelt -cious						
Spell all year 5/6 common exception words correctly.						
Spelling: Words ending in shus spelt -tious Words ending in shul spelt -cial or -tial						

Year 6

Purple- priority, Red-Term 1, Blue- Term 2, Green – Term 3 (Purple, red & blue to be revisited)

Component knowledge to be taught and revisited across all 3 terms:

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Variety of sentence types: Revisit: Statements, Commands, Exclamations Questions. (Rhetorical questions)						
Main clauses : We will go to the fair.						
Subordinate clause : We will go to the fair, whenever you feel like it.						
All taught punctuation used correctly. Including: semi colons, colons, punctuation for parenthesis and inverted commas where appropriate.						
Cohesive devices for cohesion in a paragraph: 1. Connecting adverbials are mobile eg The brown bear looks cuddly. However, he is not a friendly animal. The brown bear looks cuddly. He is not, however, a friendly animal. 2. Commas are often used to mark off connecting adverbs/adverbials eg First of all, I want to welcome you to the meeting.						
Cohesive devices for cohesion across a paragraph: 1. Repeating a key word or phrase 2. Adverbials 3. Order and relevance						
Variety of sentence lengths. A long sentence can be simple, compound or complex. A short sentence can be simple, compound or complex. In narrative writing, there is a range of purposes for longer and shorter sentence use.						
Sentences with two or more subordinate clauses.						
Subjunctive forms: If I were chosen, I would do my best. It is essential that the game begin at once.						
Plan their writing: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed						
Draft & Write: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages						

<ul style="list-style-type: none"> - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader 						
<p>Evaluate & Edit:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors 						
<p>Handwriting to be taught x3 weekly, 3 x weekly, 3 x weekly</p>						
<p>Revise year 5/6 common exception word spellings</p>						
<p>Spelling: Suffixes - ing, -est, -er, -ed Words that contain the letter string -ough Suffixes - ing, -ed, -y, -ant, -tion Homophones and words that are easily confused - principal/ principle, bridal/bridle, proceed/precede, weary/wary Suffixes - ing, -ed, -en Suffixes -er, -ous, -ness, -ing, -ful</p>						
<p>Revise Y5/6 common exception word spellings with most spelt accurately.</p>						
<p>Spelling: The sh sound spelt ti or ci Homophones and words that are easily confused morning/mourning, compliment/complement, assent/ascent, draft/draught The sh sound spelt si or ssi Silent letters The spellings ei and ie Hyphens</p>						