

Year A Writing LTP

Year 5/6						
Term	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Book	Skellig	Skellig	The Lion, the Witch and the Wardrobe	The Lion, the Witch and the Wardrobe	Macbeth	Macbeth
FICTION text type/writing outcome	Suspense story	Persuasive letter	1 st /3 rd person narrative	Beating the monster tale	Writing a script for a film – modernise Macbeth	Quest story – writing a longer story – longer unit
NON-FICTION text type/writing outcome	Discussion – balanced argument	WW1 non-chron	Recount – biography of an inspirational person	Newspaper report	Review of a play or explanation text from next term	Explanation text – related to PKC
Grammar Y5	Identify formal and informal language Securing speech punctuation with narrative tags at beginning, middle and end. Identify relative clauses (dictation)	Identify passive voice Identify active voice	Identify passive voice Explain active voice Use formal and informal language Use relative clauses (taught) Use punctuation around embedded clauses (taught)	Controlled use of tricolons sentences of three Identify subjunctive (conditional only) Identify bias and opinion. Use relative clauses and punctuation around embedded clauses (apply)	Identify apply passive voice Use conditional subjunctive Controlled use of speech punctuation	Use conditional subjunctive Controlled use of relative clauses and punctuation around embedded clauses Controlled use of speech punctuation
Grammar Y6	Secure multi-clause sentences and associated punctuation Secure punctuation around embedded clauses	Reported speech (dictation within WW1 non-chron) Secure persuasive devices Secure formal an informal tone Secure layout devices	Reported speech (taught) Secure persuasive devices Secure formal an informal tone Controlled use of layout devices	Reported speech (apply) Subjunctive – opinion, belief, purpose, intention, desire (dictation) Controlled use of layout devices	Subjunctive – opinion, belief, purpose, intention, desire (taught) Secure all KS2 grammar, punctuation and spelling	Subjunctive – opinion, belief, purpose, intention, desire (apply) Secure all KS2 grammar, punctuation and spelling
Toolkit	Dialogue	Persuasion	Characterisation	Setting	Openings and endings	Suspense
	Discussion	Non-chron	Recount - biography	Recount - newspaper		
Poetry	War poetry		The Schoolboy – William Blake – relate to Skellig		Poetry slam – choose from a selection of poetry.	
Reading focus	First person narratives Identify punctuation around embedded clauses (dictation)	Character descriptions	Formal/informal language	Discussion of Edmund – good or bad?	Playscripts features	Lady Macbeth's motivations

Year A Writing LTP

Year 3/4						
Term	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Book	Stig of the Dump	Stig of the Dump	Ice Trap	The Firework Maker's Daughter	Beowulf	Beowulf/Midsummer Night's Dream
FICTION text type/writing outcome	Warning story	Change story	Suspense story	Journey story	Beating the monster Story from a character's perspective	Quest - Visual literacy – support story structure
NON-FICTION text type/writing outcome	Recount – biography of Clive King	Explanation text - digestion	Recount - newspaper	Persuasive letter – to author? To Lila's father to persuade him? (y4 target)	Explanation text – How plants reproduce/why plants need sunlight.	Discussion text – Grendall good or bad?
Grammar Y4	Explain effective dialogue between two characters – in reading Use sentences that open with words other than nouns or pronouns (adverbial / prepositional phrase). Controlled use of apostrophes for possessive singular and plural and apostrophes for contraction.	Write dialogue between two characters (dictation – narration tag at beginning / end / middle) Write sentences that open with an adverbial, phrase, present participle Recognise and correct comma splices between main clauses.	Write dialogue between two characters (taught narration tag at beginning / end / middle) Identify when to begin a new paragraph time, place, subject, dialogue Write sentences that open with a preposition WHEN / WHERE an event happened Write complex sentences with varied prepositional and adverbial openings. Identify embedded clauses.	Controlled use of expanded noun phrases. Write with embedded clauses. Write sentences with relative pronouns who, whom, which, whose, that. Organise ideas into paragraphs by time, place, subject, dialogue.	Write dialogue between two characters (apply narration tag at beginning / end / middle) Maintain consistent tense in whole piece of writing – simple present and past, present & past progressive (continuous) and present and past perfect.	Secure all grammar for LKS2 Use more than one simple cohesive connective / connective phrase to order, add to, explain, contrast, conclude. Secure use of present and past perfect
Grammar Y3	Identify dialogue between two characters. Identify sentences that open with words other than nouns or	Write dialogue between two characters (dictation – inverted commas, opening and closing punctuation).	Write dialogue between two characters (taught – inverted commas, opening and closing punctuation)	Identify and explain a complex sentence. Use expanded noun phrases accurately. Awareness of relative pronouns who, whom, which, whose that.	Write dialogue between two characters (apply – inverted commas, opening and closing punctuation)	Identify and use rhetorical questions accurately. Use one simple cohesive connective / connective phrase to

Year A Writing LTP

	pronouns (adverbial / prepositional phrase). Identify a phrase. Secure use of apostrophes for possessive singular and plural and apostrophes for contraction.	Write sentences which open with an adverbial phrase. Know the difference between a phrase and clause. Recognise comma splices between main clauses.	Write sentences which open with a preposition that include WHEN an event occurred. Use complex sentences with conjunctions: when, before, while, so because.	Organise writing using complex sentences with conjunctions: when, before, while, so because.	Maintain consistent tense in whole piece of writing – simple present and past, present & past progressive (continuous) and present perfect.	order, add to, explain, contrast, conclude. Use present and past perfect
Toolkit	Setting description	Characterisation	Suspense	Description	Dialogue	Openings and endings
	Recount	Explanation text	Recount	Persuasive letter	Discussion	Explanation
Poetry	Betty Botter Bought Some Butter Disobedience A A Milne		Jim – A cautionary Tale – Hillarie Belloc			
Reading focus – make sure these are covered during reading sessions to prep for the coming term	Dialogue	Paragraphs	Expanded noun phrases	Dialogue Tense	Tense	

Year A Writing LTP

Year 1/2						
Term	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Book	The Gruffalo Hansel and Gretel – Anthony Browne	Coming Home -	Peter Rabbit	Emperor’s new clothes	The Jungle Book – ladybird classics	The Jungle Book The Tempest – Orchard books
FICTION text type/writing outcome	Beating the monster - adapted	Journey story - include setting description, use 3 rd person	Warning story – innovation could be from a different character’s view point	Change story	Journey story	Journey story
NON- FICTION text type/writing outcome	Instructions to escape the witch	Non-chron about robins	Instructions to steal lettuces	Recount Recount from onlooker’s point of view!	Non-chron linked to science	- Visual literacy – The Tempest for 1 week
Grammar Y2	Identify and explain a main clause. Simple and compound sentences using and, but, so. Consistent tense in writing. Identify and write commands. 2nd person	Identify present and past progressive Identify speech in sentences. Identify commas in lists – noun phrases. Identify exclamations. Identify apostrophes for possession.	Complex sentences using because, if, when. Identify main and subordinate clause. Identify speech in sentences. Use exclamations. Use commas in lists – noun phrases.	Simple, compound and complex sentences. Identify speech in sentences. Write speech by a single character. Use present and past progressive	Identify commas in lists and explain their purpose. Explain if a comma has replaced and or or. Use apostrophes for possession.	Identify rhetorical questions. Explain why exclamation marks have been use. Explain apostrophes for possession. Secure all grammar taught across KS1
Grammar Y1	Simple sentences – emphasis on oral rehearsal and dictation. Retell events in present / past tense. 1st and 3rd person. Know a sentence is a complete idea. Identify statements and questions. Write commands (dictation)	Simple sentences – emphasis on oral rehearsal and dictation.1st and 3rd person. Identify fragments orally– subject missing. Know what a noun is recognize plurals. Know what a verb is. Write statements. Write questions.	Simple sentences– identify fragments orally – subject or verb missing, identify subject & verb. Recognize verbs and tenses. All sentences begin with capital letter and end with appropriate stop mark.	Identify subject, object & verb – identify main clauses. Only verbs have different tenses. Maintain tense throughout writing. Sentence stems with and, but, so introduced. 2nd person	Identify simple and compound sentences. Not all sentences are simple. Explain what a noun is. Explain what a verb is. Explain that co- ordinating conjunctions and, but, so link main clauses. Apostrophes for contraction (applying)	Separate simple sentences from non- simple sentences. Secure use of capital letters and appropriate stop marks. Secure maintaining tense in a piece of writing. Secure use of and, but, so.

Year A Writing LTP

	2nd person in instructions (dictation) Ongoing: capital letter for names or people, places, days of week, months of year and pronoun I.	Apostrophes for contraction (exposure)	Secure use of full stops and question marks. 2nd person Apostrophes for contraction (taught) Apostrophes for possession (exposure)	Apostrophes for contraction (taught) Apostrophes for possession (exposure)	Apostrophes for possession (exposure)	Explain apostrophes for contraction (secure) <i>Secure use of capital letter for names or people, places, days of week, months of year and pronoun I.</i>
Toolkit	Setting description	Description	Suspense	dialogue	Characterisation	Dialogue
	Instructions	Non-chron	Instructions	Recount	Non-chron	
Poetry	Twas the night before Christmas – learn to perform		The Owl and the Pussycat – learn to perform			
Reading focus – make sure these are covered during reading sessions to prep for the coming term	1 st person/3 rd person	verbs tenses	2 nd person	word classes	different types of sentence	revision