



## English long-term plan - Autumn Term

### Writing 2023

	Half term 1		Half Term 2	
Year	Genre	Skills	Genre	Skills
R	Handwriting	<p>Develop their fine motor skills so they can use a range of tools competently safely and confidently (PD)</p> <p>Pre cursive modelling of phase 2 sounds</p>	Handwriting	<p>Develop their fine motor skills so they can use a range of tools competently safely and confidently (PD)</p> <p>Know how to write taught letters (LIT)</p>
Year 1	<p>Letter writing - The Jolly Postman (Coots)</p>	<p>Across the term we will focus on:</p> <p>Vocabulary children should:</p> <ul style="list-style-type: none"> <li>- Leave finger spaces between words.</li> <li>- join words and joining clauses using 'and'</li> <li>- use familiar adjectives to add detail eg red apple, bad wolf.</li> </ul> <p>Writing for different purpose: Based on the Jolly Postman (Coots)</p> <p>When learning about letters we will focus on:</p> <p>Editing children should:</p> <ul style="list-style-type: none"> <li>• Reread what they have written to to check that it makes sense.</li> </ul>	<p>Instructions - How to create a rocket</p>	<p>Across the term we will focus on:</p> <p>Handwriting children should:</p> <ul style="list-style-type: none"> <li>- Sit correctly at the table, holding a pencil comfortably and correctly.</li> <li>- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>- Form capital letters.</li> </ul> <p>When learning about instructions and non-chronological report we will focus on:</p>

		<ul style="list-style-type: none"> <li>• Discuss what they have written with the teacher or other pupils</li> </ul>	<p>Non chronological - Mae Jemison</p>	<p>Planning children should:</p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about.</li> <li>• Compose a sentence orally before writing it.</li> </ul> <p>Drafting children should:</p> <ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives.</li> </ul>
<p><b>Year 2</b></p>	<p>Letters -Linked to class book.</p>	<p>Across the term we will focus on:</p> <p>Vocabulary - children should:</p> <ul style="list-style-type: none"> <li>• Use expanded noun phrase to describe and specify.</li> <li>• Attempt some varied vocab and use some varied sentence openings eg. Time connectives.</li> </ul> <p>When learning about letters we will focus on:</p> <p>Editing children should:</p> <ul style="list-style-type: none"> <li>• Evaluate their writing with the teacher and other pupils.</li> </ul>	<p>Non-chronological Report - Mae Jemison</p>	<p>Across the term we will focus on:</p> <p>Handwriting- Children should:</p> <ul style="list-style-type: none"> <li>• Form lower case letters of the correct size relative to one another.</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when.</li> <li>• Adjacent to one another, are best left un-joined.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> </ul> <p>When learning about letters and non-chronological report we will focus on:</p>

			<p>Instructions (linked to class book)</p>	<p>Planning children should:</p> <ul style="list-style-type: none"> <li>Plan and say aloud what they are going to write about.</li> </ul> <p>Drafting - Children should:</p> <ul style="list-style-type: none"> <li>Write down ideas and/or key words including new vocabulary.</li> <li>Encapsulate what they want to say, sentence by sentence.</li> </ul>
<p><b>Year 3</b></p>	<p>Narrative - linked to class book</p>	<p>Throughout all areas:</p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>Proofread for spelling and punctuation errors.</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions.</li> <li>In narratives, create settings, characters and</li> </ul>	<p>Non chronological report - linked to history</p> <p>Poetry - linked to Space</p> <p>Newspaper - linked to</p>	<ul style="list-style-type: none"> <li>Organise paragraphs around a theme.</li> <li>Use simple organisational devices (headings &amp; subheadings)</li> <li>Read their own writing aloud, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Organise paragraphs around a theme.</li> <li>Use simple organisational</li> </ul>

	<p>Diary entry - linked to survival book</p> <p>Instructions - linked to DT</p> <p>Letter - linked to class book</p>	<p>plot.</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas.</li> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Use simple organisational devices (headings / subheadings).</li> <li>• Discuss writing similar (look at other letters) in order to understand the structure, vocab and grammar.</li> </ul>	<p>Survival in space book</p> <p>Story linked to the topic</p>	<p>devices (headings &amp; subheadings)</p> <ul style="list-style-type: none"> <li>• Compose and rehearse sentences, orally, progressively building a varied and rich, vocabulary and an increasing range of, sentence structures.</li> <li>• Assess the effectiveness of their own and others' writing and suggest improvements</li> </ul>
<p><b>Year 4</b></p>		<p>Throughout all areas: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions.</p>	<p>Narrative</p> <p>Recount</p> <p>Poetry</p>	<p>Create settings, characters and plot</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range</p>

	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Organise paragraphs around a theme</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>In non-narrative material, use simple organisational devices (headings &amp; subheadings)</p> <p>Create settings, characters and plot</p>		<p>of sentence structures</p> <p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
<p>Non-chronological report (linked to Science)</p> <p>Narrative linked to class book</p> <p>Instructions (linked to Science)</p>			
<p><b>Year 5</b></p>	<p>Throughout all areas: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Narrative</p>	<p>Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p>

	<p>Narrative linked to class book</p> <p>Non-chronological report</p> <p>Instructions</p>	<p>Proofread for spelling and punctuation errors.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Organise paragraphs around a theme</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Science Fiction theme/focus. Use features of the genre to compose a Sci-Fi story.</p> <p>Non-chronological report based on planets/the solar system.</p> <p>Instructions: Write a non-linear procedural manual with choices for the reader. Interweave the use of diagrams and illustrations to make them easier to follow.</p>	<p>Recount</p> <p>Poetry</p>	<p>Write a recount based on the same subject such as a historical event, for contrasting audiences, shifting levels of formality. (Moon landing/ISS mission)</p> <p>To study and learn poems on a theme - space, autumn/winter and Christmas</p> <p>To use skills learnt with descriptive lang to evoke atmosphere</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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	Persuasion	<p>Science fiction theme - children to choose between various space-themed gadgets as used on the ISS.</p> <p>Adapt a piece of writing for different audiences changing levels of formality - formal / informal speech</p>		
<b>Year 6</b>	<p>Narrative - Traditional Mystery Tale</p> <p>NC Report</p> <p>Instructions</p> <p>Persuasion</p>	<p>Using space theme: Plan and write a story where dialogue is used to develop characterisation and move the action forward.</p> <p>Write a report in a formal style, selecting correct vocabulary and grammatical structure that reflect the level of formality required.</p> <p>Interweave instructions and procedures into another text type.</p>	<p>Narrative</p> <p>Recount</p> <p>Poetry</p>	<p>Write a short story with a distinct atmosphere eg. suspense, panic, humour - using Alma from Literacy Shed</p> <p>Write a biography. Select a specific style and form to suit a specific audience. Bio of an astronaut using chn's own research</p> <p>To study and learn poems on a theme - space, autumn/winter and Christmas</p> <p>To use skills learnt with descriptive lang to evoke atmosphere</p>

		Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.		
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