



Writing Long Term Overview – 2024/2025

INTENT	The overarching aim for teaching writing is to promote high standards of language and literacy by equipping pupils with a strong command of the written word, and to develop their love of literature through widespread reading for enjoyment. Pupils are taught a range of sophisticated vocabulary explicitly. We develop writing skills so that our pupils have the stamina and ability to write at or above the age expected standard.					
IMPLEMENTATION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<p>Initial sounds and simple CVC words in line with an SSP scheme</p> <p>Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.</p> <p>Focus on letter formation in line with handwriting policy</p>	<p>Initial sounds and simple CVC and CCVC words and more in line with an SSP scheme</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards etc.</p> <p>Focus on letter formation in line with handwriting policy</p>	<p>Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson.</p> <p>List writing Reading words through sound blending as part of an SSP scheme</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities,</p>	<p>Labelling e.g labelling seed pots</p> <p>Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall.</p> <p>Letter writing including simple sentences and phrases Recognise common exception words.</p> <p>Write simple phrases and sentences Focus on letter formation in line with handwriting policy</p>	<p>Children can annotate pictures of monarchs with speech bubbles and thought bubbles.</p> <p>Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list.</p> <p>Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide!</p> <p>Create fact books about kings and queens and notice the difference between</p>	<p>Character profiling; what do we know about St George?</p> <p>Using descriptive language in oral storytelling and in writing. Creating our own stories (orally or written) with a Beginning, middle and end.</p> <p>Instructions; writing numbered lists in a logical order.</p>

			whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy	Writing short sentences using growing knowledge of phonics to attempt unknown spellings	writing stories and writing information. Write simple phrases and sentences with phonetically plausible attempts at unknown spellings.	
Year 1	Traditional tales Three Billy Goats, The enormous turnip, Little Red Riding Hood. - Identifying letters and words - Spacing between letters and words - Letter formation - Alphabetical order - Lowercase and uppercase letters - Labels and captions - Saying sentences aloud and beginning to write them. Non-chronological reports – report about themselves and the school - Identifying letters and words - Spacing between letters and words - Letter formation - Alphabetical order - Lowercase and uppercase letters - Labels and captions - Saying sentences aloud and beginning to write them.	The squirrels who squabbled - Rhyming words - Recognising sentences - Capital letters - Full stops - Character description - Diary - Nouns, verbs and adjectives Film unit - The girl with the yellow bag - Statements - Sentences using the pronoun I - Describe emotions - Prefix 'un' - Joining sentences with 'and' - Adjectives - Narrative opening - Labels for setting - Description - Short narrative Cops and robbers - Narrative - Description - Diary - Adjectives - Verbs	Ivy and the lonely raincloud - Narrative - Non-chronological report - Adjectives - Full stops and capital letters - Question marks - Editing and proofreading Poetry - Acrostic poems - List poems (link with science and geography) - Capital letters and full stops - Conjunction (and) - Rhyming words	Jack and the Flum Flum tree - Narrative - Diary - Exclamation marks - Punctuating sentences Poetry – - free verse - performance poetry	The Magic Paintbrush - Recount - Exclamation marks - Exploring moods in a story - Ed suffix	Poetry – animal riddles - Sentence openers - Question marks - Adjectives - Conjunctions - Wanted the perfect pet - Adjectives - Suffixes - Prefixes - Singular and plural - Recount - Conjunctions Non-chronological reports - Cross curricular with science (animals).

		The Grinch/Mrs Claus - Film Unit - Word classes: nouns, verbs and adjectives - Letters				
Year 2	Stories Tuesday – David Weisner Grammar Capital letters and Full stops Nouns Verbs Adjectives Conjunctions Subject and verb Simple sentences Past and present tense Writing an extension of the story. The Everywhere Bear by Julia Donaldson – Character description (Lost poster) A Journey Story	Character Descriptions/Poetry Poetry on a theme of Autumn Reading and performing Writing own poem – focus on adjectives, verbs. Traction Man – Mini Grey Character Description (CC: History: Character Description of Henry VIII) Letter Writing - Santa	Poetry/ Recount Poetry - Winter Diary entry Romans Little Boat - Film Unit Literacy Shed Descriptive writing Recount	Non-Chronological Reports The Ugly Five – Julia Donaldson Non-Chronological Report (CC – Geography) Traditional Tales/Instructions The Three Little Pigs How to defeat a bad character Instructions	Stories The Bog Baby – Jeanne Willis A Finding Story (CC- Science) Instructional writing	Letters/Narrative retelling Independent Writing for TAF – Letters to Anne Fine Lune et L'autre – Film Unit Literacy Shed Space story writing Making Links Between Authors
Year 3	2/3 weeks grammar/ short burst writing (using Stone Age Boy)	Poetry – senses Range of poems Descriptive poem Sound poem	Film Unit – The Viking Village – short burst writing	Non-Fiction – Non – Chronological report - The Sneaglegator	Newspaper report – Linked to Bosworth Battle field	Letter writing and postcards – Dear

	<p>Common and proper nouns</p> <p>Expanded noun phrase</p> <p>Past and present tense</p> <p>Sentence types</p> <p>conjunctions</p> <p>Adverbs</p> <p>Apostrophes for possession</p> <p>Fiction – Traditional tale – The Stone Trolls</p> <p>Film unit – The Lighthouse – grammar focus</p> <p>Speech</p> <p>Descriptive settings</p> <p>Writing an alternative ending</p>	<p>Shape poem</p> <p>Acrostic poem</p> <p>Non-fiction – instructions</p> <p>Numbers/bullet points</p> <p>Imperative verbs</p> <p>Expanded noun phrases</p> <p>Brackets</p> <p>Conjunctions</p>	<p>Descriptive</p> <p>Setting/Character</p> <p>Prepositions</p> <p>Main and subordinate clauses</p> <p>Expanded noun phrases</p> <p>Explanation Text – linked to Vikings</p>	<p>Biography – linked to Antarctica</p>	<p>Inverted commas</p> <p>Headlines</p> <p>Captions</p> <p>Conjunctions</p> <p>Conclusions</p>	<p>Greenpeace, Year 2 & Linking Schools</p> <p>Address</p> <p>Questions</p>
Year 4	<p>Grammar</p> <p>Narrative</p> <ul style="list-style-type: none"> - Fronted adverbials - Speech - Descriptive writing - Story writing - Paragraphs <p>Instructions</p>	<p>Who let the Gods out?</p> <ul style="list-style-type: none"> - Setting description - Persuasive text <p>Escape from Pompeii (Picture book)</p> <ul style="list-style-type: none"> - Recount 	<p>Home from home – film unit</p> <ul style="list-style-type: none"> - Playscripts <p>Biography</p> <ul style="list-style-type: none"> - linked to Anglo Saxons 	<p>Anglo Saxon times</p> <ul style="list-style-type: none"> - Newspaper article <p>Grammar recap based on gaps</p>	<p>Explanation text – link to DT topic</p> <p>Journey to the river sea</p> <ul style="list-style-type: none"> - Poetry 	<p>Non – chronological report – Rivers</p> <ul style="list-style-type: none"> - Linked to geography topic <p>Rivers picture book</p> <ul style="list-style-type: none"> - Adventure stories

	<ul style="list-style-type: none"> - Subordinating conjunctions and clauses - Brackets - Fronted adverbials 	Discussion/debates linked to geography topic				
Year 5	Oliver Twist (6 weeks) -Grammar -Narrative -Reading comprehension	Street Child -Diary -Narrative -Biography -Non-chronological report Everest (3 weeks) -Fact file -Narrative -Diary -Debate -Poetry	Everest (4 weeks) -Fact file -Narrative -Diary -Debate -Poetry Instructions -Instructions for own invention	More outdoor play equipment -Persuasive letter to Head For the Birds (film unit) -Letter – link to anti-bullying	Space Monkey (film unit) -Narrative Hidden Figures -Character map, newspaper, persuasive letter, memoir	Adventure at Sandy Cove (T4W) -Narrative-Finding tale
Year 6	Private Peaceful – 10 min read text Summer recount House captain manifesto SPaG focus	Holes – 10 min read text When Hitler stole Pink Rabbit Non-chronological report (Yellow spotted lizards) Narrative writing -Character descriptions - Setting description based on Holes.	-Persuasive letter When Hitler stole Pink Rabbit Newspaper report – Linked to The night of the broken glass -Instructions Black out – linked to WW2	Instructions – continued from Spr1 Extended pieces for moderation – NCR, narrative, recount.	Jabberwocky Poetry – Non sensical poems Letter writing – For future secondary school	Playscripts - Leavers play DAaRT report -A report on what children have learnt in DAaRT over 10 weeks to be read out to parents.

IMPACT	Children develop a pupil voice and are able to articulate their ideas clearly. They have a real love for writing and enjoy writing for different purposes and a range of audiences. Through end of year data and evidence of work in books, a high-quality range of purposeful writing will be shown.
Article 28	Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
Article 29	Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.