



## Writing Long Term Plan 2024-2025 (Year A)

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p><b>Texts:</b> Goldilocks and the Three Bears Little Rabbit Foo Foo Popeye Not Now Bernard The Three Little Pigs The Tiger who came to Tea The Colour Monster</p> <p><b>Writing Outcomes:</b> Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.</p>	<p><b>Texts:</b> We're Going on a Bear Hunt Hansel and Gretel Stuck Chicken Licken Aliens Wear Underpants Willo the Wisp- The Thoughts of Moon Whatever Next</p> <p><b>Writing Outcomes:</b> N- Developing small motor skills for a range of increasingly small, appropriate tools with increasing confidence</p> <p>R-Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation</p>	<p><b>Texts:</b> Dear Zoo Three Billy Goats Gruff Rosies Walk Mr Benn- Zookeeper The Odd Egg</p> <p><b>Writing Outcomes:</b> N- Developing small motor skills for a range of increasingly small, appropriate tools with increasing confidence</p> <p>R-Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.</p>	<p><b>Texts:</b> Lost and Found The Gingerbread Man Where the wild Things Are Road Runner Tiddle</p> <p><b>Writing Outcomes:</b> N-Confidently writing during pretend play</p> <p>R-Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.</p>	<p><b>Texts:</b> Farmer Duck Little Red Hen The Magic Porridge Pot Superworm The Adventure of the Past- Trapdoor Breakfast Handa's Surprise The Giant Jam Sandwich</p> <p><b>Writing Outcomes:</b> N-Confidently writing during pretend play</p> <p>R-Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p>	<p><b>Texts:</b> Room on the Broom Jack and the Beanstalk There's a Dragon in my Book Rapunzel/ The white Hen and the Fox Sir Lillypad Captin Pugwash- Monsters Ahoy The kings Pants/ There's no dragon in this story</p> <p><b>Writing Outcomes:</b> N- writing some letters accurately during play</p> <p>R-Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>

<p><b>Y1/2</b></p>	<p><b>Text:</b> Film Unit – Something Fishy and Beegu by Alexis Deacon</p> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ Descriptive Writing</li> <li>✓ Narrative Retelling</li> <li>✓ Letter</li> <li>✓ Character Description</li> </ul>	<p><b>Text:</b> The Incredible Book Eating Boy by Oliver Jeffers and Man on the Moon: A Day in the Life of Bob by Simon Bartram</p> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ Letter – Formal &amp; Informal</li> <li>✓ Setting Description</li> <li>✓ Advertisement</li> </ul>	<p><b>Text:</b> The Koala Who Could by Rachel Bright &amp; Jim Field</p> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ Character Description</li> <li>✓ Diary</li> <li>✓ Narrative</li> <li>✓ Non-Chronological Report</li> </ul>	<p><b>Text:</b> The Disgusting Sandwich by Gareth Edwards</p> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ Product Description</li> <li>✓ Advertisement</li> <li>✓ Instructions</li> </ul>	<p><b>Text:</b> How to Hide a Lion by Helen Stephens</p> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ Recount</li> <li>✓ Diary</li> <li>✓ Report</li> <li>✓ Poem</li> <li>✓ Story</li> </ul>	<p><b>Text:</b> Grandad’s Secret Giant by David Litchfield</p> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ Character Description</li> <li>✓ Newspaper Report</li> </ul>
<p><b>Y3/4</b></p>	<p><b>Text:</b> Stone Age Boy by Satoshi Kitamura</p> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ Information Text</li> <li>✓ Diary</li> </ul>	<p><b>Text:</b> The Firework Maker’s Daughter by Philip Pullman</p> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ Letter</li> <li>✓ Descriptive Writing – setting/character</li> <li>✓ Narrative</li> </ul>	<p><b>Text:</b> The Lost Words by Robert Macfarlane</p> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ Poetry - Kennings</li> </ul>	<p><b>Text:</b> Film Unit - Reverso</p> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ Diary</li> <li>✓ Newspaper Article</li> </ul>	<p><b>Text:</b> The Boy at the Back of the Class by Onjali Q. Raúf</p> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ Information Text</li> <li>✓ Character Description</li> </ul>	<p><b>Text:</b> The Iron Man by Ted Hughes</p> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ Narrative</li> <li>✓ Poetry – Narrative Poem</li> </ul>
<p><b>Y5/6</b></p>	<p><b>Text:</b> The Cave of Curiosity – Pie Corbett (Poetry)</p> <p><b>Writing Outcomes:</b> My Holiday – poetry with rhyme. Own version of the cave of curiosity – alliteration, personification.</p> <p><b>Text:</b> City of Silence (descriptive writing).</p> <p><b>Writing Outcomes:</b> To write a descriptive paragraph – powerful imagery using personification, expanded noun phrases, adverbials.</p>	<p><b>Text:</b> Until I Met Dudley (explanation)</p> <p><b>Writing Outcomes:</b> To write a blurb for a book. To write an explanation.</p> <p><b>Text:</b> Sainsbury Christmas Truce advert. Informal Letter Writing WAGOLLS. Non-Chronological reports.</p> <p><b>Writing Outcome:</b> Linked to history – evacuation letters; letter home from WW1 trenches – the Christmas Truce; a non-chronological report about WW1 trenches.</p>	<p><b>Text:</b> The Lighthouse (Literacy Shed) – story writing.</p> <p><b>Writing Outcomes:</b> To write the story of The Lighthouse. To Write a newspaper report.</p>	<p><b>Text:</b> Jabberwocky.</p> <p><b>Writing Outcomes:</b> To write the story of Jabberwocky or a diary entry. To write a non-chronological report of an animal in the poem.</p>	<p><b>Text:</b> A Planet Full of Plastic.</p> <p><b>Writing Outcomes:</b> To write a persuasive text.</p>	<p><b>Text:</b> The man who walked between two towers.</p> <p><b>Writing Outcomes:</b> To write a newspaper report.</p>

*Aspiration - Resilience - Community*