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| Early YearsPrior’s Mill – Writing long term plan 25/26 |  | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
| Follow the Little Wandle scheme throughout the year – focus on phonics and mark making in the areas.Drawing club – fine motor skills, mark making, vocabulary and promoting a love of reading and writing. -To write recognisable letters, most of which are correctly formed-To write labels, lists and phrases-To begin to write between/on lines-To write simple sentences-To form lower and upper-case letters correctly-To use capital letters, full stops and finger spaces in a sentence-To use connectives to join ideas together when writing-To write a simple recount and a short narrative-To use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Learn new vocabulary-Use new vocabulary throughout the day-Articulate their ideas and thoughts in well-formed sentences-Connect one idea or action to another using a range of connectivesSpelling-spell words by identifying the sounds and then writing the sound with the letter/s.-write some common irregular words | Autumn One | **Books – see separate Reading spine below.**Simple sentence construction based on the ELG to consolidate prior learning of phonics and embed independent writing.  | **Book – Meerkat Mail** **Place Value of Grammar**- 6 week block | **Book – Leon & the place between****Place Value of Grammar**- 6 week block | **Book – The Creakers****Place Value of Grammar**- 6 week block | **Book – Percy Jackson & The Lightning Thief****Place Value of Grammar**- 6 week block | **Book – The Boy in The Tower**Narrative- Setting descriptionNon-narrative- Instructions (choice of layout/form)Non-Narrative- Biography |
| Autumn Two | **Books – see separate Reading spine.**Simple sentence construction based on the ELG to consolidate prior learning of phonics and embed independent writing.Focus on transcription, composition of sentences and sequence to short narratives. | **Book – Bog Baby**Non-narrative- Instructions (how to look after Bog Baby)Narrative- Character Profile | **Book – Charlie and the Chocolate Factory**Poetry-AcrosticNarrative- Character profile - Charlie etc.Non-narrative- Persuasion (poster for a new chocolate/sweet) | **Book – The Witches**Poetry- KenningsNarrative- Story (could be about being turned into an animal)Non-narrative- Recount-Letter | **Book – Boy in the striped Pyjamas**Narrative- Diary EntryNon-Narrative- Persuasion (choice of form letter, speech, poster, leaflet on evacuation of children)Non-narrative- Eyewitness Account (two different viewpoint of the same event) | **Book – War Horse**Non-narrative- Story from the POV of an animal or inanimate objectNon-narrative- non-chronological report (children’s choice of context and form) |
| Spring One | **Books – see separate Reading spine.**Phonic Focus – more independent writing. Start to introduce genres | **Book -Alexander and The Horrible, No Good, Very Bad Day**Narrative- Story WritingNon-narrative- Recount (imaginary) | **Book -The Iron Man**Non-narrative – instructions Narrative – story writing (imaginary world) | **Book – Butterfly Lion**Narrative- Story set in another countryNon-narrative- non-chronological reportNon-narrative- Advert (for the circus/animal show/holiday in a hot country etc.) | **Book -The Lion, The Witch and The Wardrobe**Narrative- Portal storyNon-narrative- non-chronological report (imaginary creature) | **Book – Wonder**Narrative-Character description (Doesn’t have to be an existing character)Non-Narrative- DiscussionNon-Narrative- Diary Entry (from 2 characters’ contrasting viewpoints of the same event) |
| Spring Two | **Books – Where the Wild Things Are**Begin to introduce the writing process and genres. Description | **Book – Voices in the park**Poetry-Weather poemsNarrative- Character profileNon-narrative- Report on an animal | **Book -Charlotte’s Web**Non-Narrative- Recount-LetterNon-narrative- Non-chronological report (based on Topic)  | **Book – Stuart Little**Narrative- Character DescriptionNon-narrative- Recount- Diary (imaginary) | **Book – Kensuke’s Kingdom**Narrative- Character Description/Setting DescriptionNon-Narrative- Explanation- survival guide (children to choose form)Non-narrative- Discussion- children’s choice | **Book - Holes**Non-narrative- Travel brochure (choice of form)Non-narrative- collection of evidence against a boy at Camp Green Lake- children’s free choice e.g. witness’ statements, police interviews, personal emails/text messages, social mediaNarrative- Non-linear storyNon-Narrative- Courtroom Argument |
| Summer One | **Books – Traditional stories**Begin to introduce the writing process and genres.Retell a storyInstructionsPostcard | **Book – The Bear and the Piano**Narrative- StoryNon-narrative- Diary entry (imaginary) | **Book – The Diary of a Killer Cat**Narrative-Character profilesNon-narrative- Diary entry | **Book – The Last Bear**Narrative-Description – character, object or settingNon-narrative- Explanation text (global warming) | **Book -**  **A Series of Unfortunate Events**Narrative- DiaryNon-narrative- Newspaper report (choice of form e.g., tabloid, broadsheet, live news feed etc.) |
| Summer Two | **Books – Paddington**RecountStory writing | **Book -**  **Vlad and the Great Fire of London**Narrative- Story writingNon-narrative- Recount (real event) | **Book – Bill’s New Frock**Narrative-Story WritingNon-narrative- Recount of a real event | **Book – Max and the Millions**Narrative- storyNon-narrative- Instructions | **Book –** **The Giant’s Necklace**Narrative- Ghost StoryPoetry – Haiku (Summer themed) | **Book – Skellig**SkelligNarrative- StoryNon-narrative- Newspaper report (children’s choice of form)Poetry- The Highwayman |

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|  | **Autumn 1****Phonic Focus** | **Autumn 2****Phonic Focus** | **Spring 1****Phonic Focus – more independent writing** | **Spring 2****Begin to introduce the writing process** | **Summer 1****Begin to introduce the writing process** | **Summer 2****Begin to introduce the writing process** |
| **Year 1** | C:\Users\pmjhorner\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\4251A88C.tmpC:\Users\pmjhorner\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2A612F4E.tmp**C:\Users\pmjhorner\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2AF6B4E2.tmp**  | C:\Users\pmjhorner\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FF157D42.tmpC:\Users\pmjhorner\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9C1D9898.tmpC:\Users\pmjhorner\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\5FE76364.tmp**C:\Users\pmjhorner\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BBB9C266.tmp** **C:\Users\pmjhorner\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9333FA7A.tmp** | C:\Users\pmjhorner\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\90C6FEAA.tmp**C:\Users\pmjhorner\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9DCC793C.tmpC:\Users\pmjhorner\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\1FFCB87E.tmp**  | **C:\Users\pmjhorner\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\122C9C48.tmp*** **Descriptions**
* **Riddle me this**
 | **C:\Users\pmjhorner\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\AF767196.tmp** * **Retell a story**
* **Instructions**
 | **C:\Users\pmjhorner\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B8EC4A14.tmp*** **Recount/Postcard**
* **Story writing**
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