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| Early Years  Prior’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 connectives  Spelling  -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 description  Non-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-Acrostic  Narrative- Character profile - Charlie etc.  Non-narrative- Persuasion (poster for a new chocolate/sweet) | **Book – The Witches**  Poetry- Kennings  Narrative- Story (could be about being turned into an animal)  Non-narrative- Recount-Letter | **Book – Boy in the striped Pyjamas**  Narrative- Diary Entry  Non-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 object  Non-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 Writing  Non-narrative- Recount (imaginary) | **Book -The Iron Man**  Non-narrative – instructions  Narrative – story writing (imaginary world) | **Book – Butterfly Lion**  Narrative- Story set in another country  Non-narrative- non-chronological report  Non-narrative- Advert (for the circus/animal show/holiday in a hot country etc.) | **Book -The Lion, The Witch and The Wardrobe**  Narrative- Portal story  Non-narrative- non-chronological report (imaginary creature) | **Book – Wonder**  Narrative-Character description (Doesn’t have to be an existing character)  Non-Narrative- Discussion  Non-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 poems  Narrative- Character profile  Non-narrative- Report on an animal | **Book -Charlotte’s Web**  Non-Narrative- Recount-Letter  Non-narrative- Non-chronological report (based on Topic) | **Book – Stuart Little**  Narrative- Character Description  Non-narrative- Recount- Diary (imaginary) | **Book – Kensuke’s Kingdom**  Narrative- Character Description/Setting Description  Non-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 media  Narrative- Non-linear story  Non-Narrative- Courtroom Argument |
| Summer One | **Books – Traditional stories**  Begin to introduce the writing process and genres.  Retell a story  Instructions  Postcard | **Book – The Bear and the Piano**  Narrative- Story  Non-narrative- Diary entry (imaginary) | **Book – The Diary of a Killer Cat**  Narrative-Character profiles  Non-narrative- Diary entry | **Book – The Last Bear**  Narrative-Description – character, object or setting  Non-narrative- Explanation text (global warming) | **Book -**  **A Series of Unfortunate Events**  Narrative- Diary  Non-narrative- Newspaper report (choice of form e.g., tabloid, broadsheet, live news feed etc.) |
| Summer Two | **Books – Paddington**  Recount  Story writing | **Book -**  **Vlad and the Great Fire of London**  Narrative- Story writing  Non-narrative- Recount (real event) | **Book – Bill’s New Frock**  Narrative-Story Writing  Non-narrative- Recount of a real event | **Book – Max and the Millions**  Narrative- story  Non-narrative- Instructions | **Book –** **The Giant’s Necklace**  Narrative- Ghost Story  Poetry – Haiku (Summer themed) | **Book – Skellig**  Skellig  Narrative- Story  Non-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** |