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| **WRITING LONG TERM PLAN EYFS and KS1**  |
| Pupils should be taught to use the following methods, processes, and skills through the teaching of the programme of study content (see long term plans for each year group):**Writing ELG Children at the expected level of development will*** 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
* Write simple phrases and sentences that can be read by others.

**KS1 – Year 1 and Year 2*** To apply spelling strategies (See English Appendix 1)
* To write legibly, fluently and with increasing speed
* Plan their writing by identifying an audience and purpose, noting, and developing initial ideas, in narratives develop characters and settings
* Draft and write by selecting appropriate Grammar and vocabulary, describe setting, characters, and atmosphere, use dialogue
* Write longer passages, use cohesive devices
* Use organisational and presentational devices
* Evaluate and edit by proposing changes to vocabulary, grammar, and punctuation
* Use correct and consistent tenses throughout a piece of writing
* Ensure correct subject verb agreement using singular and plural
* Proofread for spelling and punctuation errors
* Writing GPS – develop their understanding in concepts set out in English Appendix 1, indicate Grammatical and other features (see POS Years 1-6)
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|  | **Autumn**  | **Spring**  | **Summer**  |
| **1st half term** | **2nd half term** | **1st half term** | **2nd half term** | **1st half term** | **2nd half term** |
| **EYFS** | A Healthy, Happy Me**Literacy texts - But Martin - June Counsel****I'm Special I'm Me -Brenda Burdine Thornton****Happy in Our Skin - Fran Manushkin**I will be learning to recognise and write my name.I will be reading a range of fiction booksI will be learning different sounds that letters make (phonics)I will be learning to write familiar words such as mum, dad I will be writing about my family.I will be learning to write for a purpose e.g. making lists, labelling pictures. Vocabulary: name, writing, text, print, pictures, turn, page, front cover, author, illustrator,  | Seasonal - Autumn 2021 **Literacy Texts Owl Babies - Martin Waddell** **Lost and Found - Oliver Jeffers****Goodbye Autumn, Hello Winter - Kenard Pak****How to catch a star - Oliver Jeffers**I will be able to make marks and practise copying my name directly onto leaves. I will be able to use dry erase maker pens and cleaning cloths to write directly onto seasonal vegetables such as a pumpkin or a squash. I will be able to dip the ends of carrots and turnips into paint and use these as mark-making tools. I will be able to mark make onto seasonal page border sheets and begin to explain and interpret the marks.I will be able to use small world figures to develop my own seasonal- themed storiesI will listen to the story Owl Babies and begin to make predictions.I will begin to sequence the story and talk about my favourite part and why?I will begin to give seasonal animals alliterative names such as Harry Hedgehog – discuss initial soundsVocabulary: name, writing, text, print, pictures, turn, page, front cover, author, illustrator, initial letters, sounds, predictions.  | New Life Spring**Farmer Duck – Martin Waddell****Bog Baby – Jeanne Willis****Lanterns and Firecrackers – Jonny Zucker**Create a story map with the children. Draw simple pictures to represent the different parts of the story. Once the children are familiar with the story addspeech to the storyAs a group, write a list of animals that might be foundon a farm. Encourage children to sound out the words they want to add to the list.Take the children on a trip to the local farm. Record what they seeHot seat characters from the story (with either a confident child or an adult). The children can use theirknowledge of the story to ask relevant questions.Model writing a simple letter with the children. Thiscould be from the farmer to the duck, saying sorry forbeing unkind.Vocabulary: name, writing, text, print, pictures, turn, page, front cover, author, illustrator, initial letters, sounds, predictions, letter, saying sorry | Why Does The Queen Wear A Crown? Spring**The Queen’s Hat – Steve Antony****The Queen’s Handbag – Steve Antony** **Have you filled a bucket today? – Carol McCloud** Create a story map with the children. Draw simple pictures to represent the different parts of the story. Once the children are familiar with the story addspeech to the storyAs a group, write a list of questions that they might like to ask the Queen. Encourage children to sound out the words they want to add to the list.Have afternoon tea and invite the Queen. Write invitationsAsk the children to write a list of what to buy for afternoon teaHot seat – ask an adult to dress up as the queen and children ask questions. The children can use theirknowledge of the story to ask relevant questions.Model writing a diary entry from the Queen. What happened when her hat flew off?Vocabulary: name, writing, text, print, pictures, turn, page, front cover, author, illustrator, initial letters, sounds, predictions, letter, saying sorry | Patterns and Poetry**Sharing a Shell – Julia Donaldson****Matisse’s Magical Trail – Tim Hopgood and Sam Boughton** **Each Peach Pear Plum – Janet and Allan Ahlberg****Only One You -Linda Kranz**Discuss the story with the children. Encourage children to talk about other stories they may know that are similar or different. Create a story map with the children. Draw simple pictures to represent the different parts of the story. Discuss sharing with one another and uniquenessModel writing simple poetry and rhyming words with the children. Can they find the rhyming words in the poem?Vocabulary: name, writing, text, print, pictures, turn, page, front cover, author, illustrator, initial letters, sounds, predictions | Our Wonderful World**Here we Are – Oliver Jeffers****Hungry Caterpillar – Eric Carle****Billy’s Bucket -Kes Gray and Garry Parsons**Discuss the story with the children. Encourage children to talk about other stories they may know about our earth and our surroundingsCreate a story map with the children. Draw simple pictures to represent the different parts of the story. Once the children are familiar with the story add speech to the story. Discuss the lifecycle of a butterfly what happens first, next? Sequence the story in orderVocabulary: name, writing, text, print, pictures, turn, page, front cover, author, illustrator, initial letters, sounds, predictions |
| **Year 1**  | **Familiar Stories***Fiction writing opportunities*Character / setting description.Identifying nouns and using adjectives to describe nouns – putting into a sentenceUsing verbs in a sentence.Prediction – why can’t little bear sleep.Story sequencing / retell.*Non- fiction writing opportunities*Holiday recountInvitationList of picnic foodRecount of carpet picnic.Autumn writing **Texts**(Whole School Text) /Where’s my TeddyIt’s the Bear and the Picnic LunchCan’t you Sleep Little Bear..Non-fiction: Rosa Parks | **Journeys / Adventure***Fiction writing opportunities*Sentence building using nouns, adjectives, and verbs from the story. Include conjunctions as able.Postcard writing Story retell – writing assessment task. Prefix un / Suffix ing, er, ed*Non-fiction writing opportunities*Recount a journey (car, bus, boat, train, plain)Class dictionary of toys.Comparing Teddy’s now and Then**Texts**FictionGrandad’s Island (WS)Non-FictionA-Z of Toys, Toys from the Past, Poetry*Text* - Firework Night (WS)*Writing opportunities* – Gather word banks and write a shared list poem following the same pattern | **Traditional Tales***Fiction writing opportunities*Sentence building using nouns, adjectives, and verbs from the story. Include conjunctions as able.Story sequencing - retellLetter writingList writing Prefix un / Suffix in ger, ed*Non-fiction writing opportunities*Instructions for bread -imperative verbsNewspaper article – CinderellaParts of the body information.Winter writing**Texts**FictionCinderellaLittle Red Riding Hood (WS)Reading Becoming very familiar with key stories fairy stories and traditional tales, retelling them, and considering their characteristicsNon-FictionBig book – The Human Body (science) | **Animals***Fiction writing opportunities*Sentence building using nouns, adjectives, and verbs from the story. Including conjunctions. Story retell / sequence.Story mapping.Prediction – what might the Funny bones do.*Non-fiction writing opportunities*Non-chronological report.Recount of trip.MenuThank you, letter, – tripSpring writing**Texts**FictionFunny bonesThe Tiger Who Came to TeaNon-FictionOn Safari (WS)Poetry*Text* – When I am by Myself (WS)*Writing opportunities* – Gather word banks and write a shared rhyming poem following the same pattern. | **Places***Fiction writing opportunities*Sentence building using nouns, adjectives, and verbs from the story. Including conjunctions. Handa – adjective useSequencing and retellSetting description*Non-fiction writing opportunities*PostcardSimilarities and differences list.Persuasive letter.Weather reportTravel Diary – Poles Apart**Texts**FictionHanda’s SurpriseTown Mouse / Country MouseMeerkat Mail.Non-FictionPoles Part – information about places (mix of fiction) | **Space***Fiction writing opportunities*Sentence building using nouns, adjectives, and verbs from the story. Including conjunctions. Letter homeDiary entry.*Non-fiction writing opportunities*Changes now and then / report.Biography / fact file.Summer writing**Texts**FictionThe Way Back Home.The Darkest DarkNon-FictionNeil Armstrong (WS)PoetrySpace / summer / weather related poem to match topic – tbc |
| **Year 2**  | *Fiction writing opportunities*Character/setting descriptionCollect adjectivesQuestions about the front overRetelling of a storyPunctuation and co-ordinating conjunctionsExtended noun phrasesSentence stacking Prefix un Proper nouns*Non- fiction writing opportunities*Recount of holidaysInstructions for Mrs Jolly’s spell Imperative VerbsAdverbs**Texts**Fiction: Familiar settings, recounts, Taylor Park(trip), The Jolly Witch, FlotsamNon-Fiction: Instructions writing Mrs Jolly’s SpellPoetry: The Owl & the pussycat,*Writing opportunities –* Listen and learn a poem to read by heart and perform to the class | *Fiction writing opportunities*Character/setting descriptionSentence stackingStory mountainCollect vocabularyExpanded noun phrasesCharacter profilePast and present tenseApostrophe for possessionWanted poster*Non- fiction writing opportunities*Postcard**Texts**Fiction: Settings, Fantasy, characters, Traction Man, Man on the Moon, wanted posterNon-Fiction: Postcard from the moon  | *Fiction writing opportunities*Character descriptionRetelling a story using correct punctuation, noun phrases and conjunctionsCommas for listsPast and present tenseCollect vocabulary *Non- fiction writing opportunities*Recount of holidaysNewspaper reports**Texts**Fiction: Traditional tales, Pied Piper, Billy Goats Gruff, Non-Fiction: newspaper report of the Pied Piper. | *Fiction writing opportunities*Book reviewWrit B/M/E of a story and revise and editFeatures of a postcard and write a postcardPlan and write own adventure storyPast and present tenseCollect vocabulary*Non- fiction writing opportunities*Features of a diary – Gunpowder Plot. The Great Fire of London sentence stacking Write continuation of dairy entry of Boxton the Rat**Texts**Fiction: The Day the Crayons came home. The Crows tale. George and the DragonNon-Fiction: diary writing about the Great Fire of LondonPoetry: If I were in charge?*Writing opportunities –* read poetry aloud and perform to an audience | *Fiction writing opportunities*Character/setting descriptionsPlan and write own story using a range of adjectives, punctuation and expanded noun phrasesCompare and contrast different texts by the same authorBook reviewPast and present tenseCollect vocabulary*Non- fiction writing opportunities*Instruction writingImperative verbsNon-chronological report**Texts**Fiction: Narratives from the same authorJanet & Alan Ahlberg, Happy Families, Burglar Bill, Where the wild things are?Non-Fiction: Non chronological reports, Mini beastInstructions – Food (DT) | *Fiction writing opportunities*Plan and write own story using purple pen to editPast and present tenseCollect vocabularyUse a range of adjectives, punctuation, expanded noun phrasesCharacter and setting descriptions*Non- fiction writing opportunities*Instruction writingExplanations RecountsLifecycles **Texts**Fiction: Persuasion, Letters, The Owl who was afraid of the dark. Snail and Whale. Project XNon-Fiction: Explanations, Instructions. Lifecycles, DTPoetry: Holiday poemsRecount – trip |