



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EARLY YEARS	Early Writing skills - Gross motor skills - fine motor skills - correct pencil grip	Early Writing skills - Introduce writing in phonics - begin to write letters using the correct sequence of movements - pencil grip - Write own name	Early Writing skills - be able to spell CVC words e.g dog, leg, shop - attempt to spell unfamiliar words using phoenetic strategy	Early Writing skills - being to write simple labels, captions and sentences	Early Writing skills - begin to use capital letters and full stops to punctuate a sentence - being to write simple narratives and recounts	Early Writing skills -Being to use some story languages such as “once upon a time” - dictate and invent own composition - begin to think about what to write ahead of writing
	Continuous provision for writing - inside and outside Fine motor activities - threading, beads, nuts and bolts, peg boards, stickers Gross motor activities - rollers, balls, climbing equipment, writing tools - paintbrushes pens, pencils, marker pens, paper etc Tuff tray activities - shaving foam, flour,					
YEAR 1	Narrative Skills (writing to entertain) -Descriptive sentences of objects and people -What am I poems -Descriptions of familiar places Writing to inform Labels, lists, captions,	Narrative Skills (writing to entertain) -Re-telling parts of classic tales and nursery rhymes -Sound poems Writing to inform Non-fiction sentences that are linked by topic	Narrative Skills (writing to entertain) --Re-telling stories from contemporary authors that reflect the children’s own experiences Writing to inform Simple recount Thank-you letters	Narrative Skills (writing to entertain) -Creating and describing characters in the style where the children have heard several from the same author (e.g., Julia Donaldson) -Describing different settings in the style of above author Writing to inform Instructions	Narrative Skills (writing to entertain) -Re-telling and creating stories on a familiar theme -Acrostic poetry Writing to inform Invitations Recounts	Narrative Skills (writing to entertain) -Character and role play. Creating oral stories where characters interact -Performance poetry Writing to inform Non-fiction information posters based on class research

YEAR 2	<u>Narrative Skills (writing to entertain)</u> -Sustained description of objects -Riddles -Description of setting and character -Re-telling a part of a familiar / traditional story <u>Writing to inform</u> Labels, lists, captions,	<u>Narrative Skills (writing to entertain)</u> -Description of fantasy worlds -Description of fantasy characters -Stories about fantasy worlds -Visual poetry to reflect genre e.g., calligrams <u>Writing to inform</u> Recount	<u>Narrative Skills (writing to entertain)</u> -Description of different countries -Re-telling stories from different cultures -Rhyming couplets <u>Writing to inform</u> Letters to and from different countries	<u>Narrative Skills (writing to entertain)</u> -Creating and describing characters in the style where the children have heard several from the same author (Roald Dahl) -Describing different settings in the style of above author <u>Writing to inform</u> Instructions	<u>Narrative Skills (writing to entertain)</u> -Creating own structured story (beginning, middle end) in the style of the author -Descriptive poetry on a particular topic e.g., animals, nature, space <u>Writing to inform</u> Sustained recount of an event (school trip)	<u>Narrative Skills (writing to entertain)</u> -Character and role play – beginnings of playscripts -Performance poetry <u>Writing to inform</u> Non-fiction information posters based on reading research
YEAR 3	<u>Narrative Skills (writing to entertain)</u> -Descriptive poetry -Description of setting and character -Re-telling a part of a story <u>Writing to inform</u> Recount	<u>Narrative Skills (writing to entertain)</u> -Writing a missing chapter -Writing a letter from a character <u>Writing to inform</u> -Instructions -Explanation	<u>Narrative Skills (writing to entertain)</u> -Plan and write own adventure story (beginning, middle end) in the style of the class novel <u>Writing to persuade</u> Advertising posters	<u>Narrative Skills (writing to entertain)</u> -Playscripts leading to some use of dialogue <u>Writing to inform</u> Non-fiction information posters based on own research	<u>Narrative Skills (writing to entertain)</u> -Writing fables <u>Writing to inform</u> Diary writing compared to recounts	<u>Narrative Skills (writing to entertain)</u> -Poetry of different genres / structures (haiku, cinquain, kennings, rhyming couplets) <u>Writing to inform and discuss</u> Research and write a speech about a topical issue e.g., recycling, climate change
YEAR 4	<u>Narrative Skills (writing to entertain)</u> -Descriptive poetry	<u>Narrative Skills (writing to entertain)</u>	<u>Narrative Skills (writing to entertain)</u>	<u>Narrative Skills (writing to entertain)</u>	<u>Narrative Skills (writing to entertain)</u>	<u>Narrative Skills (writing to entertain)</u>

St John's Church of England Primary School – English, Long Term Plan (Writing)
 Nurturing Potential within a Christian Ethos



	-Description of setting and character -Re-telling a part of a story with own twist <u>Writing to inform</u> Recount	-Writing a missing chapter -Writing a diary from a character <u>Writing to inform</u> -Letter -Explanation	-Plan and write own adventure story (beginning, middle end) in the style of the class novel <u>Writing to persuade</u> Advertising posters	-Dialogue between two characters <u>Writing to inform and persuade</u> Book and film reviews	-Writing alternative plots to traditional tales <u>Writing to inform</u> Biography of fictional characters	Poetry with rhythm and rhyme ...limericks and raps <u>Writing to inform and discuss</u> Research and write a speech about a topical issue e.g., recycling, climate change
YEAR 5	<u>Narrative Skills (writing to entertain)</u> -Descriptive poetry -Description of setting, character, objects or food -Diary extract (from a character's point of view) <u>Writing to Inform</u> -Non-chronological report	<u>Narrative Skills (writing to entertain)</u> -Narrative in the style of an author (missing chapter) -Play writing with stage directions <u>Writing to inform</u> Recount	<u>Narrative Skills (writing to entertain)</u> Narrative linked to the style of classic poetry (e.g., Highwayman, Charge of the Light Brigade) Dialogue between character	<u>Narrative Skills (writing to entertain)</u> Myths and legends <u>Writing to Inform</u> Autobiography	<u>Narrative Skills (writing to entertain)</u> Writing a story that reflects reading stories from different cultures <u>Writing to Inform</u> -Chronological Report (trip) -Diary Writing (trip) <u>Writing to persuade</u> -Be able to write a powerful speech -Advertising leaflet	<u>Narrative Writing (writing to entertain)</u> -Poetry to respond to topical issues <u>Writing to discuss</u> Balanced Argument
YEAR 6	<u>Narrative Skills (writing to entertain)</u> -Descriptive poetry -Description of setting, character, objects or food -Diary extract (from a character's point of view) <u>Writing to Inform</u>	<u>Narrative Skills (writing to entertain)</u> -Narrative in the style of an author (missing chapter) <u>Writing to discuss</u> -Review (book review and play review)	<u>Narrative Skills (writing to entertain)</u> Narrative linked to the style of classic poetry (e.g., Highwayman, Charge of the Light Brigade) Dialogue between characters	<u>Narrative Skills (writing to entertain)</u> Narrative with dialogue and sub plot (Mystery / adventure story) <u>Writing to Inform</u> Biography (fictional and real)	<u>Narrative Skills (writing to entertain)</u> Playscripts and writing in the style of William Shakespeare <u>Writing to persuade</u> Formal letter writing -Be able to write a speech as part of a campaign / debate	<u>Writing to Inform</u> 1.Chronological Report (trip) 2.Diary Writing (trip) <u>Writing to discuss</u> Balanced Argument within a Newspaper article

St John's Church of England Primary School – English, Long Term Plan (Writing)
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	-Non-chronological report				<u>Writing to inform</u> Newspaper Article	
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