



**Year 1 - Writing**

Pupils in Year 1 will:

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words
- Spell the days of the week
- Naming the letters of the alphabet in order
- Using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Add prefixes and suffixes using the prefix un-
- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. *helping, helped, helper, eating, quicker, quickest*
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Write sentences by: saying out loud what they are going to write about
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
- Write sentences by: composing a sentence orally before writing it
- Write sentences by: sequencing sentences to form short narratives
- Write sentences by: re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher
- Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words
- Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using *and*
- Capital letters, full stops, question marks and exclamation marks to demarcate sentences

	<b>Advent 1 Aqua Adventure</b>	<b>Advent 2 Aqua Adventure</b>	<b>Lent 1 Turrets and Tiaras</b>	<b>Lent 2 Turrets and Tiaras</b>	<b>Pentecost 1 Wild and Wonderful</b>	<b>Pentecost 2 God's Wonderful World</b>
<b>English Text-type</b>	Sentence Writing Postcard Non-Chronological Report (old and new holidays) Recount (of a boat trip)	Descriptive Writing (How to catch a mermaid) Factfile and Information Text (animals) Poetry	Traditional Fairy Tales Poetry (Sound Collector – list poem) Contemporary Fiction (a rule book for knights)	Newspaper report Explanatory text Poetry (kennings) Discussion text – how to catch a dragon	Poetry (acrostic) Instructions Invitation to a bug ball Explanatory text	Letter writing Persuasive advert Comparison – home and away
<b>Cross Curricular links</b>	Geography – Physical features coast/cliff/seaside. Seasons and weather patterns.	Science – Identify, name and categorise birds, amphibians, fish, invertebrates.	History – Comparing past/present. Castles.	History – Kings and Queens. Science – Describe characteristics of animals.	Science – Plants Design Technology – Healthy Eating and Diet	Geography – comparing two places. Changes in local area.



## Year 2 - Writing

Pupils in Year 2 will:

- Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Spell by: learning to spell common exception words
- Spell by: distinguishing between homophones and near-homophones
- Spell by: learning the possessive apostrophe (singular): e.g. *the girl's book*
- Spell by: learning to spell more words with contracted forms
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters
- Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)
- Develop positive attitudes towards and stamina for writing by: writing about real events
- Develop positive attitudes towards and stamina for writing by: writing poetry
- Develop positive attitudes towards and stamina for writing by: writing for different purposes
- Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about
- Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence
- Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary
- Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils
- Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. *ends of sentences punctuated correctly*)
- Read aloud what they have written with appropriate intonation to make the meaning clear
- Learn how to use: expanded noun phrases to describe and specify: e.g. *the blue butterfly*
- Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Learn how to use: the present and past tenses correctly and consistently including the progressive form
- Learn how to use: sentences with different forms: statement, question, exclamation, command
- Learn how to use: some features of written Standard English
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use commas to separate items in a list
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. *the girl's name*)



# St Monica's Catholic Primary School

# English Long Term Plan - Writing

	<b>Advent 1 Fire Fire</b>	<b>Advent 2 Fire Fire</b>	<b>Lent 1 Loving Life</b>	<b>Lent 2 Loving Life</b>	<b>Pentecost 1 I love where I live</b>	<b>Pentecost 2 God's Wonderful World</b>
<b>English Text-Type</b>	Postcard Diaries – The Great Fire of London Newspaper Report	Poetry Recounts Letters	Traditional Tales Fact Files	Instructions Diaries	Persuasive Texts (advertising Milton Keynes) Information Text (creating a brochure)	Poetry Comparative Non-chronological report
<b>Cross Curricular links</b>	History – The Great Fire of London and Samuel Pepys	History – King Charles	Science – Life-cycle of animals and plants. Food chains.	Science – Animal offspring. Computing – Internet safety	Geography – Characteristics of UK countries and seas	Geography – Comparing two places.



Year 3 - Writing

Pupils in Year 3 will:

- Spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals: e.g. *girls'*, *boys'* and in words with irregular plurals: e.g. *children's*
- Use further prefixes and understand how to add them
- Use further suffixes and understand how to add them
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting
- Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar
- Plan their writing by: discussing and recording ideas
- Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Draft and write by: organising paragraphs around a theme
- Draft and write by: in narratives, creating settings, characters and plot
- Draft and write by: in non-narrative material, using simple organisational devices: e.g. *headings and sub-headings*
- Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
- Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Form nouns using prefixes (super-, anti-)
- Word families based on common words (solve, solution, dissolve, insoluble)
- Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause
- Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense
- Use the correct form of 'a' or 'an'



	<b>Advent 1 The Bronze Age</b>	<b>Advent 2 The Great Escape</b>	<b>Lent 1 Midsummer Night's Dream</b>	<b>Lent 2 Midsummer Night's Dream</b>	<b>Pentecost 1 Rotten Romans</b>	<b>Pentecost 2 God's Wonderful World</b>
<b>English Text-Type</b>	Non-chronological report Diary	Poetry (firework shape and onomatopoeia) Informal Letters (to parents from evacuee) Formal letters (to William Churchill)	Mystery and Adventure Stories  Fairy Stories  Play-scripts	Explanation Text Poetry (Calligram) Instructions	Myths and Legends Persuasive Recount	Play-script Information Text Newspaper Report Italian Fairy Stories
<b>Cross Curricular links</b>	Geography - Settlements	History – World War Two (Blitz, Anne Frank, Leaders, Evacuation)	Science – Rocks, soils and fossils	Science - Plants	History – The Romans	Geography – Compare two places. Art – Research and work in the style of an artist



## Year 4 - Writing

Pupils in Year 4 will:

- Spell further homophones
- Place the possessive apostrophe accurately in words with regular plurals: e.g. *girls'*, *boys'* and in words with irregular plurals: e.g. *children's*
- Spell words that are often misspelt
- Use further prefixes and understand how to add them
- Use further suffixes and understand how to add them
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting
- Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Plan their writing by: discussing and recording ideas
- Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Draft and write by: organising paragraphs around a theme
- Draft and write by: in narratives, creating settings, characters and plot
- Draft and write by: in non-narrative material, using simple organisational devices: e.g. *as headings and sub-headings*
- Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
- Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Form nouns using prefixes (super-, anti-)
- Word families based on common words (solve, solution, dissolve, insoluble)
- Develop their understanding of the concepts set out in the curriculum such as: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Develop their understanding of the concepts set out in the curriculum by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Develop their understanding of the concepts set out in the curriculum by: using conjunctions, adverbs and prepositions to express time and cause
- Develop their understanding of the concepts set out in the curriculum by: using the present perfect form of verbs in contrast to the past tense
- Use the correct form of 'a' or 'an'
- Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials



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# English Long Term Plan - Writing

	<b>Advent 1 Ancient Egypt</b>	<b>Advent 2 Buzz, Beep, Zing</b>	<b>Lent 1 Mysterious Mayans</b>	<b>Lent 2 Mysterious Mayans</b>	<b>Pentecost 1 Terrible Tudors</b>	<b>Pentecost 2 God's Wonderful World</b>
<b>English Text-type</b>	Using a dictionary Note-taking Non-fiction texts and comparative study of text Performance Poetry	Imaginary Stories Descriptive writing Play-scripts	Stories that raise issues and dilemmas Newspaper Report	Balanced argument Letter Diary Writing	Stories with historical settings Information Text Recount (of school trip to Sulgrave Manor)	Stories from other cultures Persuasive Text
<b>Cross Curricular links</b>	History/Geography – Ancient Egypt. Science – Diet and Teeth.	Science - Electricity	History – The Mayan civilisation	History – The Mayan civilization Science - Sound	History – Tudors. King Henry VIII.	Geography – Comparing two places (India). Settlements.



## Year 5 - Writing

Pupils in Year 5 will:

- Spell some words with 'silent' letters: e.g. *knight, psalm, solemn*
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- Use further prefixes and suffixes and understand the guidelines for adding them
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task
- Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary
- Draft and write by: using a wide range of devices to build cohesion within and across paragraphs
- Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Draft and write by: précis longer passages
- Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- Evaluate and edit by: assessing the effectiveness of their own and others' writing
- Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
- Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing
- Proof-read for spelling and punctuation errors
- Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Use a thesaurus
- Develop their understanding of the concepts set out in the English curriculum by: using expanded noun phrases to convey complicated information concisely
- Converting nouns or adjectives into verbs using suffixes: e.g. *-ate; -ise; -fy*
- Verb prefixes: e.g. *dis-, de-, mis-, over-, re-*
- Develop their understanding of the concepts set out in the English curriculum by: using relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun
- Develop their understanding of the concepts set out in the English curriculum by: using modal verbs or adverbs to indicate degrees of possibility
- Develop their understanding of the concepts set out in the English curriculum by: using the perfect form of verbs to mark relationships of time and cause
- Devices to build cohesion, including adverbials of time, place and number
- To use brackets, dashes or commas to indicate parenthesis
- To use commas to clarify meaning or avoid ambiguity





# St Monica's Catholic Primary School

# English Long Term Plan - Writing

	<b>Advent 1 Ancient Greece</b>	<b>Advent 2 Milton Keynes</b>	<b>Lent 1 Space</b>	<b>Lent 2 Anglo Saxons</b>	<b>Pentecost 1 The Vikings</b>	<b>Pentecost 2 God's Wonderful World</b>
<b>English Text-Types</b>	Biographies Fables Myths and Legends	Instructions Newspapers Persuasive Writing Poetry	Science Fiction Recount (of trip to the Space Centre) Poetry (limericks)	Newspaper Report and Digital Literacy with The Iron Man Play-scripts	Poetry Explanation Texts Historical Fiction	Stories from other cultures Discussion text Non-chronological report
<b>Cross Curricular links</b>	History – Ancient Greece	Geography – Milton Keynes	Science – The solar system	History/Geography – Anglo-Saxons and Alfred the Great	History/Geography – The Vikings and the Norma Conquest.	Science – Life-cycle of plants Geography – Comparing two places (the Philippines)



## Year 6 - Writing

Pupils in Year 6 will:

- Spell some words with 'silent' letters: e.g. *knight, psalm, solemn*
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- Use further prefixes and suffixes and understand the guidelines for adding them
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task
- Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary
- Draft and write by: using a wide range of devices to build cohesion within and across paragraphs
- Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Draft and write by: précisising longer passages
- Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- Evaluate and edit by: assessing the effectiveness of their own and others' writing
- Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
- Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing
- Proof-read for spelling and punctuation errors
- Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Use a thesaurus
- Develop their understanding of the concepts set out in the English curriculum by: using expanded noun phrases to convey complicated information concisely
- Converting nouns or adjectives into verbs using suffixes: e.g. *-ate; -ise; -fy*
- Verb prefixes: e.g. *dis-, de-, mis-, over-, re-*
- Develop their understanding of the concepts set out in the English curriculum by: using relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun
- Develop their understanding of the concepts set out in the English curriculum by: using modal verbs or adverbs to indicate degrees of possibility
- Develop their understanding of the concepts set out in the English curriculum by: using the perfect form of verbs to mark relationships of time and cause
- Devices to build cohesion, including adverbials of time, place and number
- To use brackets, dashes or commas to indicate parenthesis
- To use commas to clarify meaning or avoid ambiguity



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	<b>Advent 1 The Victorians</b>	<b>Advent 2 Linford Lakes</b>	<b>Lent 1 Kensuke's Kingdom</b>	<b>Lent 2 The River</b>	<b>Pentecost 1 Scheherazade</b>	<b>Pentecost 2 God's Wonderful World</b>
<b>English Text-Type</b>	Re-tell a narrative - Oliver Twist Newspaper report Biography (Mary Seacole) Autobiography	Play-script Recount Persuasive Text	Information Text – Animal Stories from other cultures Diary	Poetry (the journey of the river) Persuasive writing	Short stories (from stimulus) Balanced argument – fidget spinners Performing Play-Scripts	Information Text – create your own animal Newspaper Report Long story
<b>Cross Curricular links</b>	History – The Victorians. Historical figure.	Science – Life-cycle and animals	Geography – rainforest features	Science – Rivers, lakes and streams	Art, Music – Scheherazade preparation and performance	Geography – Comparing two places (Brazil).