

Novel Study - Writing Long Term Plan

'When you're teaching children to write, you're teaching them to think.

Writing is the window through which all thinking starts.'

At Athersley North Primary School, we aim to provide a high quality Writing curriculum which will allow pupils to speak, read and write fluently so they are ready for the next phase of their education by the time they leave primary school.

Our curriculum reflects the context of our school and coincides with our school vision. We start with relentlessly high expectations to ensure pupils are closing the gap, improving and becoming successful, resilient writers. Throughout the pupil's journey in primary school, we provide them with a range of opportunities to learn and apply writing skills across the curriculum.

Our school's curriculum plan ensures all pupils access a high quality text as a driver for the writing. We then use a cycle of gather, grammar and go to teach and embed different writing skills through a unit. This cycle focuses on the features of a text, the grammar behind a text, the vocabulary that underpins the writing process as well as emphasising the importance of presentation through high expectation of handwriting and spelling so pupils are able to take responsibility for their own work. Our writing units focus around audience and purpose so pupils are able to reason and explain why they are writing in this way.

By the time pupils leave Athersley North Primary School, we aim to ensure they are proficient, independent writers.



Athersley North Primary School Writing Long Term Plan

Y1 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
xt/s:	Funny Bones On the way home	Into the Forest	The Stone Giant	The Big Book of The Blue Smart About Sharks	I am Rosa Parks	Dougals Deep Sea Diary
Core Text/s:	,	The Jolly Postman	Jack and the Baked Bean Stalk	Lost and Found	I am the seed that grew the tree (poetry)	Man fish
8	Writing to entertain	Writing to inform	Writing to entertain	Writing to Inform	Writing to entertain	Writing to Inform
Text Types	Description- Character Poetry	Recount Letter	Description- Setting Story	Non Chronological Report Instructions	Poetry Story	Letter Instruction
Y1 Objectives	To use a number of simple features of different text types. To begin to engage readers by using adjectives to describe. To punctuate sentences using a capital letter and a full stop. To leave consistent spacing between words. To say a sentence orally before writing it. To spell some words in a phonically plausible way even if incorrect. To select and use new vocabulary from texts and topics. Sit correctly at a table, holding a pencil comfortably and correctly To form lower-case letters in the correct direction, starting and finishing in the right place	To use a number of simple features of different text types. To use coordinating conjunctions such as and, for, but, or, so. To form simple compound sentences and noun phrases. To select appropriate and adventurous adjectives to describe. To punctuate sentences using a capital letter and a full stop. To leave consistent spacing between words. To use -ing when describing what something is doing. To say a sentence orally before writing it. To sequence sentences to form short narratives. To re-read what they have written to check that it makes sense and	Listening to and discussing a wide range of poems Learning to appreciate rhymes and poems, and to recite some by heart To make relevant choices about subject matter and appropriate vocabulary choices. To use the grammatical terminology in English Appendix 2 in discussing their writing. – verb, time adverbials, commands Torecognise and use the termsletter, capitalletter, word, singular, plural, sentence, punctuation, full stop, questionmarkand exclamation mark. To select and use new vocabulary from texts and topics. To say out loud what they are going to write about. To discuss what they have written with the teacher or other pupils.	To Spell simple compound words. To read words that they have spelt. To select and use new vocabulary from texts and topics. To use a number of simple features of different text types. To use coordinating conjunctions such as and, for, but, or, so. To use time conjunctions. To join words and clauses using coordinating conjunctions e.g. and, but, so. To use tense correctly in writing. To begin to understand the difference between first and third person. To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	To make relevant choices about subject matter and appropriate vocabulary choices. To select and use new vocabulary from texts and topics. To use coordinating conjunctions such as and, for, but, or, so. To form simple compound sentences and noun phrases. To select appropriate and adventurous adjectives to describe. To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To leave consistent spacing between words. To use a number of simple features of different text types. To begin to engage readers by using adjectives to describe.	To begin to make adventurous word choices based on their first hand experiences of vocabulary within texts and topics. To use time conjunctions. To join words and clauses using coordinating conjunctions e.g. and, but, so. To use tense correctly in writing. To begin to understand the difference between first and third person. To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To leave consistent spacing between words. To sequence sentences to form short narratives. To use a number of simple features of different text types.

with a good level of consistency.	independently begin to make changes	Sit correctly at a table, holding a pencil comfortably and correctly	To leave consistent spacing between words.	To say out loud what they are going	To make relevant choices about subject matter and appropriate
	Sit correctly at a table, holding a pencil comfortably and correctly	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common	PW-To say out loud what they are going to write about. To compose a sentence orally before writing it.	to write about. To compose a sentence orally before writing it.	vocabulary choices. To begin to engage readers by using adjectives to describe.
	To form lower-case letters in the correct direction, starting and finishing in the right place with a	exception words taught so far. To read words that they have spelt.	To re-read what they have written to check that it makes sense and	To re-read what they have written to check that it makes sense and independently begin to make	To say out loud what they are going to write about.
	good level of consistency.	To use a number of simple features of different text types.	independently begin to make changes.	changes. To discuss what they have written with	To compose a sentence orally before writing it.
		To use a capital letter for names of people, places, the days of the week,	To discuss what they have written with the teacher or other pupils.	the teacher or other pupils. To make simple changes to writing	To re-read what they have written to check that it makes sense and independently begin to make
		and the personal pronoun "I" To join words and clauses using	To read aloud their writing clearly enough to be heard by their peers and the teacher.	with help from teachers and peers Sit correctly at a table, holding a	changes. To discuss what they have written with
		subordinating conjunctions e.g. and, but, so.	To form lower-case letters in the correct direction, starting and finishing in the right place with a good level of	pencil comfortably and correctly To use a capital letter for names of	the teacher or other pupils. To make simple changes to writing
		Begin to have an awareness of synonyms.	consistency. Form capital letters correctly.	people, places, the days of the week, and the personal pronoun 'I'	with help from teachers and peers Sit correctly at a table, holding a
		To form lower-case letters in the correct direction, startling and finishing in the right place with a good level of consistency.	Phonics and spelling- To accurately spell most words containing each of	To join words and clauses using coordinating conjunctions e.g. and, but, so.	pencil comfortably and correctly To accurately spell most words
		Form capital letters correctly.	spell most words containing each of the 40+ phonemes already taught common exception words.	To use tense correctly in writing. To begin to understand the difference	containing each of the 40+ phonemes already taught common exception words.
		rorm capital teries correctly.	To Spell simple compound words.	between first and third person. To sequence sentences to form short narratives.	Use simple dictionaries to check spellings.
				To begin to make adventurous word choices based on their first hand experiences of vocabulary within texts and topics.	Torecognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.
				To accurately spell most words containing each of the 40+ phonemes already taught common exception words.	gooden marken a exclamation mark.

	Finger spaces Capital letter Full stops	Simile – 'like' Conjunction	Speech bubble Bullet points	Simile – 'as' Alliteration	Singular/ plural
>	Question mark Exclamation mark* Adjective				
cabular	Verbs				
o'>					



Athersley North Primary School

Writing Long Term Plan

Y1 Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/s:	Journey	Town Mouse and Country Mouse	Amelia Earheart – Little people Big dreams	The Lighthouse Keepers lunch	Taking Flight: How the Wright Brothers	Lila and the secret of the rain
ē	Mr Gumpy's Motor	Mile and the Miled this are and	The meanfield A shows of	Traction Man	conquered the skies	Meerkat Mail
ပိ	Car	Where the Wild things are	The manfish: A story of Jacques Cousteau	iraction man	Bob's best friend	meerkat maii
v	Writing to entertain	Writing to inform	Writing to entertain	Writing to Inform	Writing to entertain	Writing to Inform
Text Types	Description-	Recount	Description- Setting	Non Chronological	Poetry	Letter
± ×	Character	Letter	Story	Report	Story	Instruction
ř	Poetry			Instructions		
	To use a number of simple features of different text types.	To use a number of simple features of different text types.	Listening to and discussing a wide range of poems, learning to appreciate rhymes and poems, and	To Spell simple compound words.	Listen to and discuss a wide range of poems Learning to appreciate rhymes and	To begin to make adventurous word choices based on their first hand experiences of vocabulary within texts
	To begin to engage readers by using adjectives to describe.	To use coordinating conjunctions such as and, for, but, or, so.	to recite some by heart To make relevant choices about	To read words that they have spelt.	poems, and to recite some by heart	and topics.
	To begin to engage readers by using adjectives to describe.	To form simple compound sentences and noun phrases.	subject matter and appropriate vocabulary choices.	To select and use new vocabulary from texts and topics.	To make relevant choices about subject matter and appropriate vocabulary choices.	To use time conjunctions. To join words and clauses using coordinating conjunctions e.g. and,
	To punctuate sentences using a capital letter and a full stop.	To select appropriate and adventurous adjectives to describe.	To use the grammatical terminology in English Appendix 2 in discussing their writing. – verb. time adverbials.	To use a number of simple features of different text types.	To select and use new vocabulary from texts and topics.	but, so. To use tense correctly in writing.
s S	To leave consistent spacing between words.	To punctuate sentences using a capital letter and a full stop.	commands Torecognise and use the termsletter,	To use coordinating conjunctions such as and, for, but, or, so.	To use coordinating conjunctions such as and, for, but, or, so.	To begin to understand the difference between first and third person.
Objectives	To say a sentence orally before writing it.	To leave consistent spacing between words.	capitalletter, word, singular, plural, sentence, punctuation, full stop, question markand exclamation mark.	To use time conjunctions. To join words and clauses using	To form simple compound sentences and noun phrases.	To punctuate sentences using a
4 0	To spell some words in a phonically plausible way even if incorrect.	To use -ing when describing what something is doing.	To select and use new vocabulary from texts and topics.	coordinating conjunctions e.g. and, but, so.	To select appropriate and	capital letter and a full stop, question mark or exclamation mark
	To select and use new vocabulary from texts and	To say a sentence orally before writing it.	To say out loud what they are going to write about.	To use tense correctly in writing.	adventurous adjectives to describe. To join words and clauses using coordinating conjunctions e.g. and,	To leave consistent spacing between words.
	topics.	To use coordinating conjunctions such as and, for, but, or, so.	To discuss what they have written with	To begin to understand the difference between first and third person.	but, so.	To sequence sentences to form short narratives.
	To form lower-case letters in the correct direction, starting and finishing in the right place with a	To sequence sentences to form short narratives.	the teacher or other pupils. Sit correctly at a table, holding a	To punctuate sentences using a capital letter and a full stop, question	To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	To use a number of simple features of different text types.
	good level of consistency.	To re-read what they have written to check that it makes sense and	pencil comfortably and correctly	mark or exclamation mark	To leave consistent spacing between words.	To make relevant choices about subject matter and appropriate vocabulary choices.

indepe chang	pendently begin to make ges.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common	To leave consistent spacing between words.	To use a number of simple features of different text types.	To begin to engage readers by using adjectives to describe.
To say	y a sentence orally before writing	exception words taught so far.	To say out loud what they are going to write about.	To make relevant choices about subject matter and appropriate vocabulary choices.	To say out loud what they are going to write about.
		To read words that they have spelt.	To compose a sentence orally before writing it.	To begin to engage readers by using adjectives to describe.	
correct in the r	orm lower-case letters in the ct direction, starting and finishing right place with a good level of	To use a number of simple features of different text types.	To re-read what they have written to check that it makes sense and		To compose a sentence orally before writing it.
Consist	stency.	To use a capital letter for names of people, places, the days of the week, and the personal pronoun '1'	independently begin to make changes. To discuss what they have written with	To say out loud what they are going to write about. To compose a sentence orally before writing it.	To re-read what they have written to check that it makes sense and independently begin to make changes.
		To join words and clauses using subordinating conjunctions e.g. and, but, so.	the teacher or other pupils. To read aloud their writing clearly	To re-read what they have written to check that it makes sense and independently begin to make	To discuss what they have written with the teacher or other pupils.
		To use a capital letter for names of people, places, the days of the week,	enough to be heard by their peers and the teacher.	changes. To discuss what they have written with	To make simple changes to writing with help from teachers and peers
		and the personal pronoun '!'	To form lower-case letters in the correct direction, starting and finishing in the right place with a good level of	the teacher or other pupils.	Sit correctly at a table, holding a
		Begin to have an awareness of synonyms.	consistency.	To make simple changes to writing with help from teachers and peers	pencil comfortably and correctly
		To form lower-case letters in the correct direction, starting and finishing in the right place with a good level of consistency.	Form capital letters correctly. Phonics and spelling- To accurately spell most words containing each of	Sit correctly at a table, holding a pencil comfortably and correctly	To accurately spell most words containing each of the 40+ phonemes already taught common exception words.
		Form capital letters correctly.	the 40+ phonemes already taught common exception words.	To make relevant choices about subject matter and appropriate vocabulary choices.	Use simple dictionaries to check spellings.
				To select and use new vocabulary from texts and topics.	Torecognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop,
				To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	questionmarkand exclamation mark.
				To join words and clauses using coordinating conjunctions e.g. and, but, so.	
				To use tense correctly in writing. To begin to understand the difference	
				between first and third person.	
				To sequence sentences to form short narratives.	

				To begin to make adventurous word choices based on their first hand experiences of vocabulary within texts and topics. To accurately spell most words containing each of the 40+ phonemes already taught common exception words.	
Vocabulary	Finger spaces Capital letter Full stops Question mark Exclamation mark* Adjective Verbs	Simile – 'like' Conjunction	Speech bubble Bullet points	Simile – 'as' Alliteration	Singular/ plural



Athersley North Primary School Writing Long Term Plan Y2 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/s:	Funny Bones On the way home	Into the Forest The Jolly Postman	Goldilocks & The Three <u>Dinosaurs</u>	The Big Book of The Blue Smart About Sharks	I am Rosa Parks I am the seed that grew	Dougals Deep Sea Diary Man fish
Core	on me way nome	me sony rosiman	<mark>ŝŝŝ</mark>	<mark>???</mark>	the tree (poetry)	Mail listi
S	Writing to entertain	Writing to inform	Writing to entertain	Writing to Inform	Writing to entertain	Writing to Inform
Text Types	Description-Character Poetry	Recount Letter	Description- Setting Story	Non Chronological Report Instructions	Poetry Story	Letter Instruction
Y2 Objectives	Develop an ability to write a range of text types and for a variety of purposes by: Including relevant ideas and content Some appropriate word choices used to create interest Understand and use text features of particular text types Separate words with spaces. Mostly accurate use of capital letters at the start of sentences and full stops at the end of sentences Use co-ordination to join clauses using "or" "but" Some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives) Accurate use of Question marks Plan by writing down ideas and/or key words, including new vocabulary Edit by: Evaluating their writing with the teacher and other pupils	Develop an ability to write a range of text types and for a variety of purposes by: Including relevant ideas and content Some appropriate word choices used to create interest Understand and use text features of particular text types Separate words with spaces. Mostly accurate use of capital letters at the start of sentences and full stops at the end of sentences Use text features of particular text types (Imperative verbs) Use text features of particular text types (Time adverbials) Independently: Form lower-case letters of the correct size relative to one another. Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. 3. Write capital letters and digits of the correct size, orientation and	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear To develop positive attitudes towards and stamina for writing. Towrite for different purposes with an awareness of an increased amount of fiction and non-fiction structures To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To develop positive attitudes towards and stamina for writing. Towrite for different purposes with an awareness of an increased amount of fiction and non-fiction structures	To select and use vocabulary from texts and topics To develop positive attitudes towards and stamina for writing. Towrite for different purposes with an awareness of an increased amount of fiction and non-fiction structures To select and use punctuation correctly. To write sentences with different forms: statement, question, exclamation, command To using co-ordination (or/and/but). To use the present and past tenses correctly and consistently, including the progressive form To use sentences with different forms: statement, question, exclamation, command. To use the full range of punctuation taught at key stage I mostly correctly.	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To select and use vocabulary from texts and topics. To select and use punctuation correctly. To write sentences with different forms: statement To use expanded noun phrases to describe and specify [for example, the blue butterfly] To using co-ordination (or/and/but). To use some subordination (when/if/that/because).	To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To using co-ordination (or/and/but). To use some subordination (when/if/that/because). To use the present and past tenses correctly and consistently, including the progressive form To use sentences with different forms: statement, question, exclamation. Touse the fullrange of punctuation taught at key stage I mostly correctly including: capital letters, full stops, question marks and exclamation marks Torecognise and use the terms noun, nounphrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.

Re-reading to check that their writing makes (in relation to the skills taught)
Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

Write complete texts which fit to a task.

Develop an ability to write a range

Develop an ability to write a rang of text types and for a variety of purposes by: Including relevant ideas and content Some appropriate word choices used to create interest

Accurate use of exclamation marks

Accurate use of commas to separate items in a list

Accurate use of question marks Plan by writing down ideas and/or key words, including new vocabulary relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters. Plan by writing down ideas and/or key words, including new vocabulary

Edit by:
Evaluating their writing with the
teacher and other pupils
Re-reading to check that their
writing makes (in relation to the
skills taught)
Proof-reading to check for errors in
spelling, grammar and
punctuation
(for example, ends of sentences
punctuated correctly)

Write complete texts which fit to a task.

Develop an ability to write a range of text types and for a variety of purposes by: Including relevant ideas and content Some appropriate word choices

Use simple dictionaries to check spellings

used to create interest

-Use subordination to join main and subordinate clauses using, "when" "if" "that" "because"

-Use co-ordination to join clauses using "or" "but"

-Use of the progressive form of verbs in the past tense

Use text features of particular text types (so that the text type is identifiable at a basic level) – First person I

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.

Difference between first and third person

To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.

To encapsulate what they want to say, sentence by sentence

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Toproofreadtocheck forerrors in spelling,

grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).

To select and use punctuation correctly.

Use dictionaries and thesauruses to extend and improve their vocabulary choices.
To use the present and past tenses correctly and consistently, including the progressive form

To use sentences with different forms: statement, question, exclamation, command.

Tousesome features of written Standard English.

To add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly

To use and understand the grammatical terminology in English appendix 2 in discussing their writing

To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.

To encapsulate what they want to say, sentence by sentence

Toproofreadtocheck forerrorsin spelling, grammar and punctuation (e.g., to check that the ends of sentences are punctuated correctly).

To read aloud what they have written with appropriate intonation to make the meaning clear.

To form lower-case letters of the correct size relative to one another

To 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.

To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

To use spacing between words that reflects the size of the letters

To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.

Touse the full range of punctuation taught at key stage 1 mostly correctly.

To use expanded noun phrases to describe and

Touse the full range of punctuation taught at key stage 1 mostly correctly including:

- capital letters, full stops,

- commas to separate lists;

To develop positive a drittudes towards and stamina for writing.

Towrite for different purposes with an awareness of an increased amount of fiction and non-fiction structures

To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.

To encapsulate what they want to say, sentence by sentence

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Toproofreadtocheck forerrorsin spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).

To form lower-case letters of the correct size relative to one another

To 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.

To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

To use and understand the grammatical terminology in English appendix 2 in discussing their writing To develop positive attitudes towards and stamina for writing.

Towrite for different purposes with an awareness of an increased amount of fiction and non-fiction structures

To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.

To encapsulate what they want to say, sentence by sentence

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Toproofreadtocheck forerrorsin spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).

To form lower-case letters of the correct size relative to one another

To 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.

To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.

Use dictionaries and thesauruses to extend and improve their vocabulary choices.

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		Plan by writing down ideas and/or key words, including new vocabulary				
Vocabulary	Finger spaces Capital letter Full stops Punctuation Adjective Verbs Question mark Exclamation mark* Commas for description Adjective Noun Noun phrases	Subordinating conjunction Conjunction	Simile – 'like' 'Speech marks'	Speech bubble Statement question exclamation Command (Bossy verbs) Bullet points Tense (past, present, future)	Simile – 'as' Alliteration	Apostrophe (contractions and singular possession Singular/ plural



Athersley North Primary School Writing Long Term Plan Y2 Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/s:	Journey Mr Gumpy's Motor Car	Town Mouse and Country Mouse Where the Wild things are	Amelia Earheart – Little people Big dreams Man on the moon	The Lighthouse Keepers lunch Traction Man	Taking Flight: How the Wright Brothers conquered the skies Bob's best friend	Lila and the secret of the rain Meerkat Mail
S	Writing to entertain	Writing to inform	Writing to entertain	Writing to Inform	Writing to entertain	Writing to Inform
Text Types	Description Poetry	Recount Letter	Description- Setting Story	Non Chronological Report Instructions	Poetry Story	Letter Instruction
Y2 Objectives	Develop an ability to write a range of text types and for a variety of purposes by: Including relevant ideas and content Some appropriate word choices used to create interest Understand and use text features of particular text types Separate words with spaces. Mostly accurate use of capital letters at the start of sentences and full stops at the end of sentences Use co-ordination to join clauses using "or" "but" Develop an ability to write a range of text types and for a variety of purposes by: Including relevant ideas and content Some appropriate word choices used to create interest Some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives)	Develop an ability to write a range of text types and for a variety of purposes by: Including relevant ideas and content Some appropriate word choices used to create interest Understand and use text features of particular text types Separate words with spaces. Mostly accurate use of capital letters at the start of sentences and full stops at the end of sentences Use text features of particular text types (Imperative verbs) Use text features of particular text types (Time adverbials) Independently: Form lower-case letters of the correct size relative to one another. Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear To develop positive attitudes towards and stamina for writing. Towrite for different purposes with an awareness of an increased amount of fiction and non-fiction structures To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To develop positive attitudes towards and stamina for writing.	To select and use vocabulary from texts and topics To develop positive attitudes towards and stamina for writing. Towrite for different purposes with an awareness of an increased amount of fiction and non-fiction structures To select and use punctuation correctly. To write sentences with different forms: statement, question, exclamation, command To using co-ordination (or/and/but). To use the present and past tenses correctly and consistently, including the progressive form To use sentences with different forms: statement, question, exclamation, command. Touse the full range of punctuation taught at key stage I mostly correctly. To plan what they are going to write about including writing down ideas	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To select and use vocabulary from texts and topics. To select and use punctuation correctly. To write sentences with different forms: statement To use expanded noun phrases to describe and specify [for example, the blue butterfly]	To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To using co-ordination (or/and/but). To use some subordination (when/if/that/because). To use the present and past tenses correctly and consistently, including the progressive form To use sentences with different forms: statement, question, exclamation. Touse the full range of punctuation taught at key stage I mostly correctly including: capital letters, full stops, question marks and exclamation marks Torecognise and use the terms noun, nounphrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present

Accurate use of Question marks Plan by writing down ideas and/or key words, including new vocabulary

Edit by:

correctly)

Evaluating their writing with the teacher and other pupils. Re-reading to check that their writing makes (in relation to the skills taught) Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated

Write complete texts which fit to a task

Develop an ability to write a range of text types and for a variety of purposes by: Including relevant ideas and content Some appropriate word choices used to create interest

Understand and use text features of particular text types Separate words with spaces.

Mostly accurate use of capital letters at the start of sentences and full stops at the end of sentences

Accurate use of exclamation

Accurate use of commas to separate items in a list

Accurate use of question marks Plan by writing down ideas and/or key words, including new vocabulary

Plan by writing down ideas and/or key words, including new vocabulary 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.
Plan by writing down ideas and/or key

words, including new vocabulary

Edit by:

Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes (in relation to the skills taught) Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

Write complete texts which fit to a task

Develop an ability to write a range of text types and for a variety of purposes by:

Including relevant ideas and content Some appropriate word choices used to create interest

Understand and use text features of particular text types

Use simple dictionaries to check spellings
Separate words with spaces.

Mostly accurate use of capital letters at the start of sentences and full stops at the end of sentences

-Use subordination to join main and subordinate clauses using, "when" "if" "that" "because"

-Use co-ordination to join clauses using "or" "but"

-Use of the progressive form of verbs in the past tense

Use text features of particular text types (so that the text type is identifiable at a basic level) – First person I

Difference between first and third person

Plan by writing down ideas and/or key words, including new vocabulary

Towrite for different purposes with an awareness of an increased amount of fiction and non-fiction structures

To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.

To encapsulate what they want to say, sentence by sentence

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Toproofreadtocheck forerrorsin spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).

To select and use punctuation correctly.

the progressive form

Use dictionaries and thesauruses to extend and improve their vocabulary choices. To use the present and past tenses correctly and consistently, including

To use sentences with different forms: statement, question, exclamation, command.
Tousesome features of written Standard English.

To add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly

To use and understand the grammatical terminology in English appendix 2 in discussing their writing

and/or key words and new vocabulary.

To encapsulate what they want to say, sentence by sentence

Toproofreadtocheck forerrorsin spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).

To read aloud what they have written with appropriate intonation to make the meaning clear.

To form lower-case letters of the correct size relative to one another

To 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.

To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

To use spacing between words that reflects the size of the letters

To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.

To select and use vocabulary from texts and topics.

To use some subordination (when/if/that/because).

To use expanded noun phrases to

describe and

Touse the full range of punctuation taught at key stage 1 mostly correctly including:

- capital letters, full stops,

- commas to separate lists;

To develop positive attitudes towards and stamina for writing.

Towrite for different purposes with an awareness of an increased amount of fiction and non-fiction structures

To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.

To encapsulate what they want to say, sentence by sentence

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Toproofreadtocheck forerrorsin spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).

To form lower-case letters of the correct size relative to one another

To 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.

To using co-ordination (or/and/but).

To use the present and past tenses correctly and consistently, including the progressive form

tense, past tense, apostrophe and comma.

To use and understand the grammatical terminology in English appendix 2 in discussing their writing To develop positive attitudes towards and stamina for writing.

Towrite for different purposes with an awareness of an increased amount of fiction and non-fiction structures

To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.

To encapsulate what they want to say, sentence by sentence

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Toproofreadtocheck forerrorsin spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).

To form lower-case letters of the correct size relative to one another

To 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.

To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.

Use dictionaries and thesauruses to extend and improve their vocabulary choices.

					Touse the full range of punctuation taught at key stage 1 mostly correctly including: To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.	
Vocabulary	Finger spaces Capital letter Full stops Punctuation Adjective Verbs Question mark Exclamation mark* Commas for description Adjective Noun Noun phrases	Subordinating conjunction Conjunction	Simile – 'like' 'Speech marks'	Speech bubble Statement question exclamation Command (Bossy verbs) Bullet points Tense (past, present, future)	Simile – 'as' Alliteration	Apostrophe (contractions and singular possession Singular/ plural



Athersley North Primary School Writing Long Term Plan Y3 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/s:	Stone Age Boy	Leon and place between	The	BFG	The Iro	on Man
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	Writing to entertain	Writing to inform	Writing to entertain and persuade	Writing to entertain and inform	Writing to inform	Writing to entertain
Text Types	Narrative Descriptive- setting	Recount Explanation text	Setting description Letter of persuasion	Diary entry Non Chronological report	Newspaper article Explanation text	Narrative Poetry
Y3 Objectives	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Pupils should start to learn about some of the differences between Standard English and non-Standard English and non-Standard English Progressively building a varied and rich vocabulary Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel spell further homophones spell words that are often misspelt. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Accurately use: Present simple	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Writes in a range of genres/forms, taking account of different audiences and purposes with guidance. Makes notes from several sources of information and turns these into sentences, grouping information, often moving from general to more specific detail. Writes in a range of genres/forms, taking account of different audiences and purposes with guidance. Using an increasing range of sentence structures including using the full range of co-ordinating conjunctions to form compound sentences. Use subordinating conjunctions to create some 'time' and 'cause' links within and across sentences.	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance Attempts to adopt a viewpoint pupils should start to learn about some of the differences between Standard English and non-Standard English Progressively building a varied and rich vocabulary Uses some detail in the description of setting or characters' feelings or motives Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance Attempts to adopt a viewpoint pupils should start to learn about some of the differences between Standard English Progressively building a varied and rich vocabulary Uses some detail in the description of setting or characters' feelings or motives Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas To use expanded noun phrases to describe and specify [for example, the blue butterfly - indicating possession by using the possessive apostrophe with plural nouns - indicating possession by using the	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance Attempts to adopt a viewpoint read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Pupils should start to learn about some of the differences between Standard English and non-Standard English Progressively building a varied and rich vocabulary Uses some detail in the description of setting or characters' feelings or motives Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas using and punctuating direct speech	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance Attempts to adopt a viewpoint Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Pupils should start to learn about some of the differences between Standard English and non-Standard English Progressively building a varied and rich vocabulary Uses some detail in the description of setting or characters' feelings or motives Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and punctuating direct speech
	Accurately use: Present simple	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	indicating possession by using the possessive apostrophe with plural nouns	using and punctuating direct speech Accurately use: Past simple	Using and punctuating direct sp

Use further prefixes and suffixes and understand how to add them

Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel spell further homophones spell words that are often misspelt.

Uses some detail in the description of setting or characters' feelings or motives

In narratives, creating settings, characters and plot

Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors

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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Writes in a range of genres/forms, taking account of different audiences and purposes with guidance Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor e.a.

Organising paragraphs around a theme

In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation

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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

To learn about some of the differences between Standard English and non-Standard English

Introduction to paragraphs as a way to group related material

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Using conjunctions, adverbs and prepositions to express time and cause Groups information, often moving from general to more specific detail, to examples or elaboration

using conjunctions,

To use adverbs and prepositions to express time and cause using fronted adverbials

Groups information, often moving from general to more specific detail, to examples or elaboration

Writes an opening paragraph and further paragraphs for each stage ensuring that sequence is clear and making decisions

Introduction to paragraphs as a way to group related material ganising paragraphs around a theme noting and developing initial ideas, drawing on reading and research where necessary

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages

Using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's sect.

Assessing the effectiveness of their own and others' writing

Noting and developing initial ideas, drawing on reading and research where necessary

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages

Using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's sect.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors

Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance

Past progressive Present simple Present progressive Past perfect Present perfect

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions,

Noting and developing initial ideas, drawing on reading and research where necessary

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages

Using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's sect.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Distinguishing between the language of speech and writing and choosing

Uses dialogue to reveal detail about character/ move the narrative forward

Noting and developing initial ideas, drawing on reading and research where necessary

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages

Using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's seat.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors

Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance

'The tropical forest with its dense	Proposing changes to vocabulary,	the appropriate register proofread for	Shows awareness of the reader in
canopy, 'eyes of fire	grammar and punctuation to	spelling and punctuation errors	own proof reading and editing
carropy,oyosor mo	enhance effects and clarify meaning	spoining and portereditori circls	read their own writing aloud to a
!	erinance enects and clarity meaning		
Develops mood and	Distinguishing between the language		group or the whole class, using
	of speech and writing and choosing	Evaluates and edits own and others'	appropriate intonation and
atmosphere using a range of	the appropriate register proofread for	writing for vocabulary, punctuation,	controlling the tone and volume so
vocabulary, including figurative	spelling and punctuation errors	grammar and spelling and for	that the meaning is clear
language, and dialogue	spelling and porteroalion errors	audience and purpose, with	progressively building a varied and
between characters		guidance	rich vocabulary
!		0	,
!		Writes in a range of genres/forms,	
Evaluates and edits writing by		taking account of different audiences	To recognise, listen to and discuss a
proposing changes to grammar			wide range of fiction, poetry, plays,
and vocabulary for greater		and purposes with guidance	non-fiction and reference books or
			textbooks.
accuracy		Attempts to adopt a viewpoint	
!			
l		Read their own writing aloud to a	To discuss authors' choice of words
Discussing writing similar to that		group or the whole class, using	and phrases for effect.
which they are planning to write		appropriate intonation and	
in order to understand and learn		controlling the tone and volume so	
from its structure, vocabulary and		that the meaning is clear	To prepare and perform poems and
grammar, discussing and		marme meaning is clear	
recording ideas			play scripts that show some
recording ideas			awareness of the audience when
!		Using the present perfect form of verbs	reading aloud.
!			ů .
		Use the present perfect form of verbs	
		to mark relationships of time and	To begin to use appropriate
		cause. I can use different verb forms	intonation and volume when reading
		mostly accurately (consistent tense	aloud.
!		choice and Standard English)	dioda.
!		choice and standard English)	
!			To make inferences based on
!		Accurately use: Present simple, Present	
		progressive	characters' feelings, thoughts and
!			motives.
!		Extending the range of sentences with	
		more than one clause by using a wider	
		range of conjunctions, including:	
!		when, if, because, although, before,	
		after while.	
!		uner write.	
<u>'</u>			
!		Using an increasing range of	
!		sentence structures including using	
		the full range of co-ordinating	
		conjunctions to form compound	
<u>'</u>		sentences.	
·			
·		Use subordinating conjunctions to	
<u>'</u>			
<u>'</u>		create some 'time' and 'cause' links	
1		within and across sentences.	
i			
i			
		I	

		I a	Ta		I see a see a see	
	Suffix	Commas for description	Subordinating conjunction	Tense (past, present, future)	Direct speech Inverted commas	
	Statement	Clause	Coordinating conjunction Preposition		Apostrophe (contractions and	
	question		Subordinate clause		singular possession	
	exclamation Command (Bossy				'Speech marks'	
	verbs)				opecen mans	
	Adjective				Adverb	
>					7.0.0.0	
cabulary	Noun					
5	Noun phrases					
l 유	Prefix					
l ö	Consonant/Vowel Determiner					
Š	Synonyms					
_						



Athersley North Primary School Writing Long Term Plan Y3 Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/s:	Secrets of a Sun King		Arthur and the Golden Rope		Alice in Wonderland	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Writing to entertain	Writing to inform	Writing to persuade	Writing to entertain	Writing to inform	Writing to entertain
		Biography	Letter	Narrative	Recount	Narrative
Sec.	Diary Entry (2022,2023) Poetry (20/2021)	Newspaper article	Advert	Descriptive- setting	Explanation text	Poetry
Text Types	Descriptive- character					
	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.
S	Pupils should start to learn about some of the differences between Standard English and non- Standard English.	Discussing and recording ideas. Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.	Attempts to adopt a viewpoint pupils should start to learn about some of the differences between Standard English and non-Standard English Progressively building a varied and	Attempts to adopt a viewpoint pupils should start to learn about some of the differences between Standard English and non-Standard English. Progressively building a varied and	Attempts to adopt a viewpoint read their own writing aloud to a group or the whole class, Using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Attempts to adopt a viewpoint. Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
3 Objectives	Progressively building a varied and rich vocabulary.	Makes notes from several sources of information and turns these into sentences, grouping information, often moving from general to more specific detail.	rich vocabulary. Uses some detail in the description of setting or characters' feelings or motives.	rich vocabulary. Uses some detail in the description of setting or characters' feelings or motives.	Pupils should start to learn about some of the differences between Standard English and non-Standard English.	To start to learn about some of the differences between Standard English and non-Standard English.
>	Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel spell further homophones spell words that are often	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance. Using an increasing range of	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.	Progressively building a varied and rich vocabulary. Uses some detail in the description of setting or characters' feelings or	Progressively building a varied and rich vocabulary. Uses some detail in the description of setting or characters' feelings or motives.
	misspelt.	sentence structures including using the full range of co-ordinating conjunctions to form compound sentences.	Discussing and recording ideas discussing writing similar to that which they are planning to write in order to	To use expanded noun phrases to describe and specify [for example, the blue butterfly	motives. Discussing writing similar to that which they are planning to write in order to	Discussing writing similar to that which they are planning to write in order to

Accurately use: Present simple

Use further prefixes and suffixes and understand how to add them

Uses some detail in the description of setting or characters' feelings or motives.

In narratives, creating settings, characters and plot.

Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors.

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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Writes in a range of genres/forms, taking account of different audiences and purposes with guidance

Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor e.g. 'The tropical forest with its dense canopy..., '...eyes of fire...

Develops mood and atmosphere using a range of vocabulary,

Use subordinating conjunctions to create some 'time' and 'cause' links within and across sentences.

Organising paragraphs around a theme.

In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation.

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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

To learn about some of the differences between Standard English and non-Standard English.

Introduction to paragraphs as a way to group related material.

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

using conjunctions, adverbs and prepositions to express time and cause.

Groups information, often moving from general to more specific detail, to examples or elaboration.

understand and learn from its structure, vocabulary and grammar.

Discussing and recording ideas choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions,

Use adverbs and prepositions to express time and cause using fronted adverbials.

Groups information, often moving from general to more specific detail, to examples or elaboration.

Writes an opening paragraph and further paragraphs for each stage ensuring that sequence is clear and making decisions.

Introduction to paragraphs as a way to group related material.

Organising paragraphs around a theme.

Noting and developing initial ideas, drawing on reading and research where necessary.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

Write longer passages.

Using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Controls the length, pacing and detail in their writing; varies pace

Indicate possession by using the possessive apostrophe with plural nouns.

Noting and developing initial ideas, drawing on reading and research where necessary.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages.

Using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger.

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's sect.

Assessing the effectiveness of their own and others' writing.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance.

understand and learn from its structure, vocabulary and grammar.

Discussing and recording ideas using and punctuating direct speech.

Accurately use: Past simple Past progressive Present simple Present progressive Past perfect Present perfect

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions,

Noting and developing initial ideas, drawing on reading and research where necessary.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages.

Using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's sect.

understand and learn from its structure, vocabulary and grammar discussing and recording ideas.

Using and punctuating direct speech

Uses dialogue to reveal detail about character/ move the narrative forward

Noting and developing initial ideas, drawing on reading and research where necessary.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages.

Using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger.

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's seat.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

including figurative language, through the use of different sentence Assessing the effectiveness of their and dialogue between lengths, moving between dialogue own and others' writing Evaluates and edits own and others' characters and reported speech or verb strings proposing changes to vocabulary, writing for vocabulary, punctuation, e.g. He dashed to the waiting limo, grammar and punctuation to grammar and spelling and for wrenched the door open and leapt enhance effects and clarify meaning. audience and purpose, with Evaluates and edits writing by into the driver's seat. Distinguishing between the language guidance. proposing changes to grammar of speech and writing and choosing and vocabulary for greater Assessing the effectiveness of their the appropriate register proofread for accuracy own and others' writing spelling and punctuation errors. Shows awareness of the reader in proposing changes to vocabulary, own proof reading and editing grammar and punctuation to read their own writing aloud to a Discussing writing similar to that enhance effects and clarify meaning. Evaluates and edits own and others' group or the whole class, using which they are planning to write in Distinguishing between the language writing for vocabulary, punctuation, appropriate intonation and order to understand and learn grammar and spelling and for controlling the tone and volume so of speech and writing and choosing from its structure, vocabulary and the appropriate register proofread for audience and purpose, with that the meaning is clear grammar spelling and punctuation errors guidance progressively building a varied and discussing and recording ideas rich vocabulary Read their own writing aloud to a To recognise, listen to and discuss a group or the whole class, using wide range of fiction, poetry, plays, appropriate intonation and non-fiction and controlling the tone and volume so reference books or textbooks. that the meaning is clear. To discuss authors' choice of words Use the present perfect form of verbs and phrases for effect. to mark relationships of time and cause. I can use different verb forms To prepare and perform poems and mostly accurately (consistent tense play scripts that show some choice and Standard English) awareness of the audience when reading aloud. Accurately use: Present simple, Present progressive. To begin to use appropriate intonation and volume when reading Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: To make inferences based on when, if, because, although, before, characters' feelings, thoughts and after while. motives. Using an increasing range of sentence structures including using the full range of co-ordinating conjunctions to form compound sentences. Use subordinating conjunctions to create some 'time' and 'cause' links within and across sentences. Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how

> authors have developed characters and settings in what pupils have read, listened to or seen performed.

Vocabulary	Suffix Statement question exclamation Command (Bossy verbs) Adjective Noun Noun phrases Prefix Consonant/Vowel Determiner Synonyms	Commas for description Clause	Subordinating conjunction Coordinating conjunction Preposition Subordinate clause	Tense (past, present, future)	Direct speech Inverted commas Apostrophe (contractions and singular possession 'Speech marks' Adverb	



Athersley North Primary School Writing Long Term Plan Y4 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/s:	Stone Age Boy	Leon and place between	The	BFG	The Iro	n Man
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Types	Writing to entertain Narrative Descriptive- setting	Writing to inform Recount Explanation text	Writing to persuade Letter (informal) Advert	Writing to entertain Diary entry Descriptive- character	Writing to inform Report (non chron) Newspaper article	Writing to entertain Narrative Poetry
Y4 Objectives	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Pupils should start to learn about some of the differences between Standard English and non-Standard English and non-Standard English. Progressively building a varied and rich vocabulary Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel spell further homophones spell words that are often misspelt. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Accurately use: Present simple	Organises or categorises information based on notes from several sources. Fronted adverbials [for example, Later that day, I heard the bad news.] Use a wide range of clause structures and sometimes vary their position in a sentence. using commas after fronted adverbials. Sequences events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary. Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Uses paragraphs shift to indicate a change in setting, character, time rather than simply reflecting stages in planning. Is starting to developing independent planning choices Fronted adverbials [for example, Later that day, I heard the bad news.]	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance. Includes details expressed in ways that engage the reader e.g. 'Girls with flowing scarves danced to the' 'Underfoot, the forest floor is teeming with life.' Uses techniques to get the reader on side i.e. address them to engage or influence. Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor e.g. 'The tropical forest with its dense canopy, 'eyes of fire Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike. Discussing writing similar to that which they are planning to write in order to	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance. Includes details expressed in ways that engage the reader e.g. 'Girls with flowing scarves danced to the' 'Underfoot, the forest floor is teeming with life.' Uses techniques to get the reader on side i.e. address them to engage or influence. Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor e.g. 'The tropical forest with its dense canopy, 'eyes of fire Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike. Discussing writing similar to that which they are planning to write in order to	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance. Includes details expressed in ways that engage the reader e.g. 'Girls with flowing scarves danced to the' 'Underfoot, the forest floor is teeming with life.' Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor e.g. 'The tropical forest with its dense canopy, 'eyes of fire Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike.	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance Includes details expressed in ways that engage the reader e.g. 'Girls with flowing scarves danced to the' 'Underfoot, the forest floor is teeming with life.' Uses techniques to get the reader on side i.e. address them to engage or influence. Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Use Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor e.g. 'The tropical forest with its dense canopy, 'eyes of fire

Use further prefixes and suffixes and understand how to add them.

Uses some detail in the description of setting or characters' feelings or motives.

In narratives, creating settings, characters and plot.

Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors.

Include descriptive detail and make writing more vivid using specific nouns, adjectives, and expanded noun phrases.

Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dicilies

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, (for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Writes in a range of genres/forms, taking account of different audiences and purposes with guidance

Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.

Using commas after fronted adverbials.

Understand and learn from its structure, vocabulary and grammar discussing and recording ideas.

Organises or categorises information based on notes from several sources Fronted adverbials [for example, Later that day, I heard the bad news.]

Using commas after fronted adverbials

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Maintains a clear focus when selecting content; plans quickly and effectively.

Develops points of view and ' authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts.

To use Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text.

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).

Uses paragraphs creatively to clearly structure main ideas across the text.

Writes well-structured openings with appropriate ending

To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

Evaluates and edits work.

understand and learn from its structure, vocabulary and grammar.

Discussing and recording ideas discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Organises or categorises information based on notes from several sources.

Use apostrophes to mark plural possession [for example, the girl's name, the girls' names]

Understand the grammatical difference between plural and possessive –s

Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Maintains a clear focus when selecting content; plans quickly and effectively.

Develops points of view and ' authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts.

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing. Uses paragraphs creatively to clearly structure main ideas across the text.

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.

Organises or categorises information based on notes from several sources Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] use Standard English for verb inflictions instead of local spoken forms mostly correctly e.g. 'I was' instead of 'I were'.

Use Standard English for most irregular verbs e.g. 'caught' instead of 'catched'.

Using commas after fronted adverbials.

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Maintains a clear focus when selecting content; plans quickly and effectively

Develops points of view and ' authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts.

To use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text.

To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).

Uses paragraphs creatively to clearly structure main ideas across the text.

Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.

Organises or categorises information based on notes from several sources

Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Maintains a clear focus when selecting content; plans quickly and effectively.

Develops points of view and ' authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts.

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text.

To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g., the use of first person in a diary; direct address in instructions and persuasive writinal

Uses paragraphs creatively to clearly structure main ideas across the text.

Writes well structured openings with appropriate ending

To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately

	Extending the range of sentences with more than one clause by using a wider range of			The pupil can select vocabulary and	Writes well-structured openings with appropriate ending	To assess the effectiveness of their own and others' writing
	conjunctions, including: when, if, because, although, before, after while.			grammatical structures that reflect what the writing requires, doing this mostly appropriately.	To select vocabulary and grammatical structures that reflect what the writing requires, doing this	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
	Begins to use figurative language independently.			Writes well-structured openings with appropriate ending assessing the effectiveness of their own and others' writing	mostly appropriately. Assessing the effectiveness of their own and others' writing proposing changes to vocabulary,	Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.
	Uses some detail in the description of setting or characters' feelings or motives.			proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	grammar and punctuation to enhance effects and clarify meaning. Distinguishing between the language	Evaluates and edits own and others' writing against specific criteria for audience and purpose.
	Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and			Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.	of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.	
	figurative language including both simile and metaphor e.g. 'The tropical forest with its dense			Evaluates and edits own and others' writing against specific criteria for audience and purpose.	Evaluates and edits own and others' writing against specific criteria for audience and purpose	
	canopy, 'eyes of fire progressively building a varied and rich vocabulary.				Uses techniques to get the reader on side i.e. address them to engage or influence	
	Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters				Use the present perfect form of verbs to mark relationships of time and cause. I can use different verb forms mostly accurately (consistent tense choice and Standard English)	
	Evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy.				Accurately use: Present simple, Present progressive Use a wide range of clause structures and sometimes vary their position in a	
	Shows awareness of the reader in own proof reading and editing.				sentence.	
	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.					
<u> </u>	Conjunction Coordinating conjunction	Subordinating conjunction Subordinate clause Preposition	Adverbial Fronted adverbial	Apostrophe – plural possession	Adverb	
Vocabulary	Prefix Consonant/Vowel Determiner Synonyms Pronoun Possessive pronoun				Direct speech Inverted commas	
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Athersley North Primary School Writing Long Term Plan Y4 Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/s:	Secrets of a Sun King		Arthur and the Golden Rope		Alice in Wonderland	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Writing to entertain Diary Entry	Writing to inform	Writing to persuade	Writing to entertain	Writing to inform	Writing to entertain
	(2022,2023) Poetry (20/2021)	Biography Newspaper article	Letter Advert	Narrative Descriptive- setting	Recount Explanation text	Narrative Poetry
Text Types	Descriptive- character					
	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Pupils should start to learn about	Organises or categorises information based on notes from several sources. Fronted adverbials (for example, Later that day, I heard the bad news.)	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance. Includes details expressed in ways that engage the reader e.g. 'Girls	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance. Includes details expressed in ways that engage the reader e.g. 'Girls	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance. Includes details expressed in ways that engage the reader e.g. 'Girls	Writes in a range of genres/forms, taking account of different audiences and purposes with guidance Includes details expressed in ways that engage the reader e.g. 'Girls
တ္	some of the differences between Standard English and non- Standard English.	Use a wide range of clause structures and sometimes vary their position in a sentence.	with flowing scarves danced to the' 'Underfoot, the forest floor is teeming with life.'	with flowing scarves danced to the' 'Underfoot, the forest floor is teeming with life.'	with flowing scarves danced to the' 'Underfoot, the forest floor is teeming with life.'	with flowing scarves danced to the' 'Underfoot, the forest floor is teeming with life.'
Objectives	Progressively building a varied and rich vocabulary.	Using commas after fronted adverbials. Sequences events clearly to show	Uses techniques to get the reader on side i.e. address them to engage or influence.	Uses techniques to get the reader on side i.e. address them to engage or influence.	Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so	Uses techniques to get the reader on side i.e. address them to engage or influence
Y4 0	Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel spell further homophones	how one event leads to another using appropriate grammatical structures and vocabulary. Standard English forms for verb inflections instead of local spoken	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Include descriptive detail and make	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Include descriptive detail and make	that the meaning is clear. Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
	spell words that are often misspelt. Noun phrases expanded by the addition of modifying adjectives,	forms [for example, we were instead of we was, or I did instead of I done]	include descriptive defail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor	include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor	Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun	Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)

nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Accurately use: Present simple

Use further prefixes and suffixes and understand how to add them.

Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel spell further homophones spell words that are often misspelt.

Uses some detail in the description of setting or characters' feelings or motives

In narratives, creating settings, characters and plot

Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors

Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases

Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike

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, for example, by ensuring that the downstrokes of letters are parallel

Uses paragraphs shift to indicate a change in setting, character, time rather than simply reflecting stages in plannina

Sequences events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary. e.g. 'The tropical forest with its dense canopy..., '...eyes of fire...

Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike.

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas

Organises or categorises information based on notes from several sources Fronted adverbials [for example, Later that day, I heard the bad news.]

Using commas after fronted adverbials

Use of paragraphs to organise ideas around a theme

Y3/4 - Introduction to paragraphs as a way to group related material

Organising paragraphs around a theme.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Maintains a clear focus when selecting content; plans quickly and effectively

Develops points of view and ' authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts.

Use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).

Uses paragraphs creatively to clearly structure main ideas across the text.

Writes well-structured openings with appropriate ending

e.g. 'The tropical forest with its dense canopy..., '...eyes of fire...

Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Organises or categorises information based on notes from several sources

Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

The grammatical difference between plural and possessive –s

Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Maintains a clear focus when selecting content; plans quickly and effectively.

Develops points of view and ' authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts.

Use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text.

To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use

phrases and figurative language including both simile and metaphor e.g. 'The tropical forest with its dense canopy..., '...eyes of fire... Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas

Organises or categorises information based on notes from several sources Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

Use Standard English for verb inflictions instead of local spoken forms mostly correctly e.g. 'I was' instead of 'I were'.

Use Standard English for most irregular verbs e.g. 'caught' instead of 'catched'

Fronted adverbials [for example, Later that day, I heard the bad news.]

Using commas after fronted adverbials

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

In writing narratives, considering how authors have developed characters and **settings** in what pupils have read, listened to or seen performed

Maintains a clear focus when selecting content; plans quickly and effectively

Develops points of view and ' authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor e.g. 'The tropical forest with its dense canopy..., '...eyes of fire...

Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas

Organises or categorises information based on notes from several sources

Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Maintains a clear focus when selecting content; plans quickly and effectively

Develops points of view and ' authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text

Towrite effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).

and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Writes in a range of genres/forms, taking account of different audiences and purposes with guidance

Writes in a range of genres/forms, taking account of different audiences and purposes with quidance

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although, before, after while.

Begins to use figurative language independently

Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters

Evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy

Shows awareness of the reader in own proof reading and editing

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas

To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

Evaluates and edits work.

of first person in a diary; direct address in instructions and persuasive writing. Uses paragraphs creatively to clearly structure main ideas across the text.

The pupil can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately

Writes well-structured openings with appropriate ending.

Assessing the effectiveness of their own and others' writing.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

Evaluates and edits own and others' writing against specific criteria for audience and purpose

Use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text

To write effectively for a range of purposes and audiences, Selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).

Uses paragraphs creatively to clearly structure main ideas across the text.

Writes well-structured openings with appropriate ending.

To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

Assessing the effectiveness of their own and others' writing.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

Evaluates and edits own and others' writing against specific criteria for audience and purpose.

Writes in a range of genres/forms, taking account of different audiences and purposes with guidance

Includes details expressed in ways that engage the reader e.g. 'Girls with flowing scarves danced to the...' 'Underfoot, the forest floor is teeming with life.'

Uses techniques to get the reader on side i.e. address them to engage or influence

Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Standard English forms for verb inflections instead of local spoken

Uses paragraphs creatively to clearly structure main ideas across the text.

Writes well structured openings with appropriate ending

The pupil can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

Evaluates and edits own and others' writing against specific criteria for audience and purpose.

					forms [for example, we were instead of we was, or I did instead of I done] Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike Organises or categorises information	
					use the present perfect form of verbs to mark relationships of time and cause. I can use different verb forms mostly accurately (consistent tense choice and Standard English)	
					Accurately use: Present simple, Present progressive use a wide range of clause structures and sometimes vary their position in a sentence.	
Vocabulary	Conjunction Coordinating conjunction Clause Prefix Consonant/Vowel Determiner Synonyms Pronoun Possessive pronoun	Subordinating conjunction Subordinate clause Preposition	Adverbial Fronted adverbial	Apostrophe – plural possession	Adverb Direct speech Inverted commas	



Athersley North Primary School Writing Long Term Plan Y5 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/s:	The Boy at the back of the class		The Lion, the Witch and the Wardrobe		The Nowhere Emporium	
	Writing to entertain	Writing to inform	Writing to entertain Writing to inform	Writing to discuss Writing to entertain	Writing to persuade	Writing to entertain
Text Types	Character description Diary entry	Recount (Newspapers) Balanced Argument	Setting description Non-chronological report	Newspaper Report Narrative	Letter	Narrative Poetry
Y5 Objectives	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Using expanded noun phrases to convey complicated information concisely. Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settlings in what pupils have read, listened to or seen performed. Writes in a range of genres/forms, taking account of different audiences and purposes-adding further purposes. Engages reader and sustains interest in narrative writing Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own using expanded noun phrases to convey complicated information concisely. Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Noting and developing initial ideas, drawing on reading and research where necessary. Using modal verbs or adverbs to indicate degrees of possibility using commas to clarify meaning or avoid ambiguity in writing. Writes in a range of genres/forms, taking account of different audiences and purposes-adding further	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. To identify main ideas drawn from more than one paragraph and to summarise these. To draw inferences from characters' feelings, thoughts and motives. To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Use relative clauses beginning with who, which, where, when, whose,	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. To retrieve, record and present information from non-fiction. To ask questions to improve understanding. Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information presented graphically. To identify main ideas drawn from more than one paragraph and to summarise these. To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. Use commas to clarify meaning or avoid ambiguity in writing.	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] To draw inferences from characters' feelings, thoughts and motives. To identify main ideas drawn from more than one paragraph and to summarise these. To evaluate the use of authors' language and explain how it has created an impact on the reader. Ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled.	To discuss vocabulary used by the author to create effect including figurative language. To draw inferences from characters' feelings, thoughts and motives. To retrieve, record and present information from non-fiction To ask questions to improve understanding. Make use of structures that do not reflect spoken language e.g. 'It had been a strange day and it was about to get stranger'; 'brazenly, without a care in the world' Constructs appropriate introductions and conclusions ensuring the consistent and correct use of tense throughout a piece of writing. Using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause Accurately use:

development, advancing action effectively.

Makes consistent use of style, appropriate to form, subject or audience to maintain interest in narrative writing Sustains and develops ideas in interesting ways selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Use a wider range of subordinating conjunctions e.g., 'although', 'even though', 'unless', 'as', 'until'.

Use subordinate clauses to build cohesion within a sentence including some appropriate comma use.

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's seat.

Ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled. Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively Sustains and develops ideas in interesting ways.

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.

Using commas to clarify meaning or avoid ambiguity in writing.

Using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis.

Uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect.

Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's sent.

that or with an implied (ie omitted) relative pronoun.

Use a wider range of subordinating conjunctions e.g. 'although', 'even though', 'unless', 'us', 'until'.use subordinate clauses to build cohesion within a sentence including some appropriate comma use.

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Using expanded noun phrases to convey complicated information concisely identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.

Engages reader and sustains interest in narrative writing.

Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's sect.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Use brackets, dashes or commas to indicate parenthesis.

Use a colon to introduce a list using modal verbs or adverbs to indicate degrees of possibility.

Punctuating bullet points consistently identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Writes in a range of genres/forms, taking account of different audiences and purposes-adding further purposes Engages reader and sustains interest in narrative writing.

Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's sect.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Makes consistent use of style, appropriate to form, subject or audience to maintain interest within a paragraph [for example, then, after that, this, firstly]

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.

Engages reader and sustains interest in narrative writing.

Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's sect.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors

Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance.

Past simple
Past progressive
Present simple
Present progressive
Past perfect
Present perfect

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Writes in a range of genres/forms, taking account of different audiences and purposes-adding further purposes Engages reader and sustains interest in narrative writing.

Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's seat, assessing the effectiveness of their own and others' writing.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Makes consistent use of style, appropriate to form, subject or audience to maintain interest within a paragraph (for example, then, after that, this, firstly)

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Constructs appropriate introductions and conclusions.

Ensures that ideas or materials and Constructs appropriate introductions Makes consistent use of style. Considers and evaluates different their development are generally Distinguishing between the language and conclusions. appropriate to form, subject or viewpoints (own and others, biased logical, but the overall direction of the of speech and writing and choosing audience to maintain interest. and balanced) the appropriate register proofread for Considers and evaluates different writing may not always be clearly Write legibly, fluently and with sianalled. spelling and punctuation errors. viewpoints (own and others, biased Distinguishing between the language increasing speed by choosing which and balanced) of speech and writing and choosing Evaluates and edits own and others' shape of a letter to use when given the appropriate register proofread for choices and deciding whether or not writing for vocabulary, punctuation, Distinguishing between the language spelling and punctuation errors. grammar and spelling and for to join specific letters of speech and writing and choosing audience and purpose, with the appropriate proofread for spelling Evaluates and edits own and others' guidance. and punctuation errors. writing for vocabulary, punctuation, To read a wide range of genres. Makes consistent use of style. grammar and spelling and for identifying the characteristics of Evaluates and edits own and others' audience and purpose, with appropriate to form, subject or text types (such as the use of the audience to maintain interest. writing for vocabulary, punctuation, guidance. first person in writing diaries and arammar and spelling and for autobiographies) and differences Write legibly, fluently and with audience and purpose, with Makes consistent use of style. increasing speed by: between text types. guidance. appropriate to form, subject or choosing which shape of a letter to audience to maintain interest write use when given choices and Makes consistent use of style. legibly, fluently and with increasing deciding whether or not to join To discuss vocabulary used by the appropriate to form, subject or speed by choosing which shape of a specific letters. author to create effect including audience to maintain interest write letter to use when given choices and figurative language. legibly, fluently and with increasing deciding whether or not to join Selecting appropriate grammar and vocabulary, understanding how such speed by choosing which shape of a specific letters To evaluate the use of authors' choices can change and enhance letter to use when given choices and language and explain how it has meaning. deciding whether or not to join Choosing the writing implement that is specific letters. created an impact on the reader. best suited for a task. Makes consistent use of style, To discuss vocabulary used by the appropriate to form, subject or Choosing the writing implement that is author to create effect including best suited for a task. audience to maintain interest To continually show an awareness of figurative language. considering how authors have audience when reading out loud developed characters and settings in using intonation, tone, volume and what pupils have read, listened to or action. To evaluate the use of authors' seen performed. language and explain how it has created an impact on the reader. Understanding how such choices can Use devices to build cohesion within a change and enhance meaning paragraph [for example, then, after To continually show an awareness of using expanded noun phrases to that, this, firstly] audience when reading out loud convey complicated information using intonation, tone, volume and concisely. Linking ideas across paragraphs using action. adverbials of time [for example, later]. Uses vocabulary choice, word order, place [for example, nearby] and Perform their own compositions, using sentence length, sentence number [for example, secondly] or appropriate intonation, volume, and complexity and punctuation for tense choices (for example, he had movement so that meaning is clear. effect. seen her before] Use expressive and figurative To explain and discuss their Ensuring correct subject and verb language. understanding of what they have agreement when using singular and read, including through formal presentations and debates, maintaining a focus on the topic Using modal verbs or adverbs to and using notes where necessary. indicate degrees of possibility ensuring the consistent and correct use of tense. Throughout a piece of writing using commas to clarify meaning or avoid ambiguity in writing

Vocabulary	Pronoun Possessive pronoun Apostrophe – plural possession Determiner	Adverbial Fronted adverbial Modal verb Relative clause/ pronoun Cohesion	Ambiguity	Parenthesis Bracket- dash Rhetorical question	Metaphor Personification Onomatopoeia	Tense: present and past progressive
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Athersley North Primary School Writing Long Term Plan Y5 Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Core Text/s:	Who let the Gods out?		Street	Street Child		Letters from the Lighthouse	
Text Types	Writing to entertain Diary entry Descriptive-character	Writing to inform Report- newspapers Biography	Writing to entertain Narrative Descriptive- setting	Writing to discuss Balanced argument Explanation text	Writing to entertain Narrative Poetry	Writing to persuade Letter Speech	
Y5 Objectives	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Using expanded noun phrases to convey complicated information concisely. Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes. Engages reader and sustains interest in narrative writing. Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own using expanded noun phrases to convey complicated information concisely. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Using modal verbs or adverbs to indicate degrees of possibility.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. To identify main ideas drawn from more than one paragraph and to summarise these. To draw inferences from characters' feelings, thoughts and motives. To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument Using relative clauses beginning with who, which, where, when, whose,	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. To retrieve, record and present information from non-fiction. To ask questions to improve understanding. Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information presented graphically. To identify main ideas drawn from more than one paragraph and to summarise these. To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] To draw inferences from characters' feelings, thoughts and motives. To identify main ideas drawn from more than one paragraph and to summarise these. To evaluate the use of authors' language and explain how it has created an impact on the reader. Ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled.	To discuss vocabulary used by the author to create effect including figurative language. To draw inferences from characters' feelings, thoughts and motives. To retrieve, record and present information from non-fiction To ask questions to improve understanding. Make use of structures that do not reflect spoken language e.g. 'It had been a strange day and it was about to get stranger'; 'brazenly, without a care in the world' Constructs appropriate introductions and conclusions ensuring the consistent and correct use of tense throughout a piece of writing. Using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause	

to audience, character development, advancing action effectively.

Makes consistent use of style, appropriate to form, subject or audience to maintain interest in narrative writing.

Sustains and develops ideas in interesting ways selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Use a wider range of subordinating conjunctions e.g. 'although', 'even though', 'unless', 'as', 'until.'

Use subordinate clauses to build cohesion within a sentence including some appropriate comma use.

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.

Engages reader and sustains interest in narrative writing.

Maintains interest for the reader through varied devices, structures, and features, e.g. direct appeal to audience, character development, advancing action effectively.

Makes consistent use of style, appropriate to form, subject or audience to maintain interest in narrative writing.

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how

Using commas to clarify meaning or avoid ambiguity in writing.

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.

Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.

Sustains and develops ideas in interesting ways, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.

Using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis.

Uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect.

Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.

Makes consistent use of style, appropriate to form, subject or audience to maintain interest in narrative writing.

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo,

that or with an implied (ie omitted) relative pronoun.

Use a wider range of subordinating conjunctions e.g. 'although', 'even though', 'unless', 'as', 'until'.

Use subordinate clauses to build cohesion within a sentence including some appropriate comma use.

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Using expanded noun phrases to convey complicated information concisely identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.

Engages reader and sustains interest in narrative writing.

Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's seat. assessing the effectiveness of their own and others' writing.

To use commas to clarify meaning or avoid ambiguity in writing.

To use hyphens to avoid ambiguity using brackets, dashes or commas.

To indicate parenthesis using a colon.

To introduce a list using modal verbs or adverbs to indicate degrees of possibility.

Punctuating bullet points consistently identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.

Engages reader and sustains interest in narrative writing.

Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's sect.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Makes consistent use of style, appropriate to form, subject or audience to maintain interest within a paragraph [for example, then, ofter that, this, firstly]

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.

Engages reader and sustains interest in narrative writing.

Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's sect.

Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance.

Accurately use:

Past simple
Past progressive
Present simple
Present progressive
Past perfect
Present perfect

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Writes in a range of genres/forms, taking account of different audiences and purposes - adding further purposes Engages reader and sustains interest in narrative writing.

Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.

Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's sect.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Makes consistent use of style, appropriate to form, subject or audience to maintain interest within a paragraph [for example, then, ofter that, this, firstly]

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Evaluates and edits own and others' writing for vocabulary, punctuation,

such choices can change and enhance meaning.

Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's seat.

Ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled. wrenched the door open and leapt into the driver's seat.

Ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with auidance.

Makes consistent use of style, appropriate to form, subject or audience to maintain interest.

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.

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Ensuring correct subject and verb agreement when using singular and plural.

Using modal verbs or adverbs to indicate degrees of possibility.

Ensuring the consistent and correct use of tense.

Throughout a piece of writing using commas to clarify meaning or avoid ambiguity in writing.

number [for example, secondly] or tense choices [for example, he had seen her before]

Constructs appropriate introductions and conclusions.

Considers and evaluates different viewpoints (own and others, biased and balanced) distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with auidance.

Makes consistent use of style, appropriate to form, subject or audience to maintain interest write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether to join specific letters.

Choosing the writing implement that is best suited for a task

Makes consistent use of style, appropriate to form, subject or audience to maintain interest

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.

Choosing the writing implement that is best suited for a task.

To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.

To discuss vocabulary used by the author to create effect including figurative language.

To evaluate the use of authors' language and explain how it has created an impact on the reader.

To draw inferences from characters' feelings, thoughts and motives.

To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.

Understanding how such choices can change and enhance meaning.

Using expanded noun phrases to convey complicated information concisely.

Uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect.

Noting and developing initial ideas, drawing on reading and research where necessary.

grammar and spelling and for audience and purpose, with guidance.

Makes consistent use of style, appropriate to form, subject or audience to maintain interest 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.

Choosing the writing implement that is best suited for a task

To discuss vocabulary used by the author to create effect including figurative language.

To evaluate the use of authors' language and explain how it has created an impact on the reader.

To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

To draw inferences from characters' feelings, thoughts and motives.

Uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect.

Vocabulary	Pronoun Possessive pronoun Apostrophe – plural possession Determiner	Adverbial Fronted adverbial Modal verb Relative clause/ pronoun Cohesion	Ambiguity	Parenthesis Bracket- dash Rhetorical question	Metaphor Personification Onomatopoeia	Tense: present and past progressive
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Athersley North Primary School Writing Long Term Plan Y6 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Core Text/s:	The Boy at the	The Boy at the back of the class		The Lion, the Witch and the Wardrobe		The Nowhere Emporium	
	Writing to entertain	Writing to inform	Writing to entertain	Writing to discuss	Writing to entertain	Writing to persuade	
	Diary entry	Recount Balanced	Narrative Descriptive- setting	Newspaper Report Explanation Text	Narrative Poetry	Letter Advert	
Text Types	Narrative Descriptive- character	Argument					
Y6 Objectives	Writes in a range of genres/forms, taking account of different audiences and purposes-adding further purposes. Maintains interest for the reader through varied devices, structures, and features, e.g. direct appeal to audience, character development, advancing action effectively. How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices. Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.	Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purpose. Maintains interest for the reader through varied devices, structures, and features, e.g. direct appeal to audience, character development, advancing action effectively. How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other.	Creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a narrative/poem e.g. a recurring motif. To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. To draw out key information and to summarise the main ideas in a text. Use commas to mark subordinate clauses when they start a sentence. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.	To know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] Uses paragraphs creatively to clearly structure main ideas across the text. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text Develops points of view and 'authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts. Considers and evaluates different viewpoints (own and others, biased and balanced) To use non-fiction materials for purposeful information retrieval. To draw out key information and to summarise the main ideas in a text.	Experiments with form in narrative writing e.g. flashbacks; concurrent events, alternative perspectives. Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger. To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To recognise more complex themes in what they read (such as loss or heroism). To draw out key information and to summarise the main ideas in a text. To discuss how characters change and develop through texts by drawing inferences based on indirect clues. Using the grammatical terms identified in the appendix: using hyphens to avoid ambiguity	To know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] Uses paragraphs purposefully and creatively to clearly structure main ideas across the text. To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To retrieve, record and present information from non-fiction To ask questions to improve understanding. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information [e.g. reading information leaflets before a gallery or	

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Maintains a clear focus when selecting content; plans quickly and effectively.

To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).

Uses paragraphs creatively to clearly structure main ideas across the text.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Evaluates and edits own and others' writing against specific criteria for audience and purpose. The difference between structures typical of informal speech and structures appropriate for formal speech.

Use commas to mark subordinate clauses when they start a sentence.

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence]

Using commas to clarify meaning or avoid ambiguity in writing.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Writes well-structured openings with appropriate ending.

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

Using commas to clarify meaning or avoid ambiguity in writing and, in contrast, or as a consequence, and ellipsis.

Maintains a clear focus when selecting content; plans quickly and effectively.

To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).

Uses paragraphs creatively to clearly structure main ideas across the text. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text.

Writes well-structured openings with appropriate ending.

To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

To know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

Assessing the effectiveness of their own and others' writing.

Proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning.

Evaluates and edits own and others' writing against specific criteria for audience and purpose.

The difference between structures typical of informal speech and structures appropriate for formal speech.

Use of the passive to affect the presentation of information in a sentence.

Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes

Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

Maintains a clear focus when selecting content; plans quickly and effectively.

The pupil can write effectively for a range of purposes and audiences.

To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately, assessing the effectiveness of their own and others' writina.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

Evaluates and edits own and others' writing against specific criteria for audience and purpose.

Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.

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.

Choosing the writing implement that is best suited for a task.

To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).

Use commas to clarify meaning or avoid ambiguity in writing.

Use hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis.

Use semicolons, colons or dashes to mark boundaries between independent clauses.

Use a colon to introduce a list Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.

Writes well structured openings with appropriate ending.

Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

Maintains a clear focus when selecting content; plans quickly and effectively.

To write effectively for a range of purposes and audiences.

To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

direct/reported speech

Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.

Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

Maintains a clear focus when selecting content; plans quickly and effectively.

The pupil can write effectively for a range of purposes and audiences, The pupil can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

Evaluates and edits own and others' writing against specific criteria for audience and purpose.

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether to join specific letters.

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from

museum visit or reading a theatre programme or review).

To recognise more complex themes in what they read (such as loss or heroism).

Using the grammatical terms identified in the appendix: active/passive voice subjunctive.

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Use of the passive to affect the presentation of information in a sentence.

Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes

To know the difference between structures typical of informal speech and structures appropriate for formal speech Develops points of view and 'authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure texts.

Writes well-structured openings with appropriate ending.

Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

Maintains a clear focus when selecting content; plans quickly and effectively.

other cultures and traditions. Evaluates and edits own and others' Ensuring the consistent and correct Evaluates and edits own and others' To write effectively for a range of To select vocabulary and writing against specific criteria for use of tense throughout a piece of writing against specific criteria for purposes and audiences. grammatical structures that audience and purpose. audience and purpose. To recognise more complex themes reflect what the writing requires, To select vocabulary and in what they read (such as loss or doing this mostly appropriately Using the perfect form of verbs to Write legibly, fluently and with arammatical structures that reflect heroism). proposing changes to mark relationships of time and cause. increasing speed by choosing which what the writing requires, doing this vocabulary, grammar and shape of a letter to use when given mostly appropriately. To compare characters, settings punctuation to enhance effects choices and deciding whether or not and themes within a text and across and clarify meaning. to join specific letters choosing the Assessing the effectiveness of their more than one text. writing implement that is best suited own and others' writing proposing Distinguishing between the for a task changes to vocabulary, grammar language of speech and writing and punctuation to enhance effects Evaluate the use of language, and choosing the appropriate and clarify meaning. including figurative language and how it is used for effect, using Distinguishing between the language technical terminology such as Uses paragraphs purposefully and of speech and writing and choosing metaphor, simile, analogy, imagery, creatively to clearly structure the appropriate register proofread for style and effect. main ideas across the text. spelling and punctuation errors. To discuss how characters change Assessing the effectiveness of their Evaluates and edits own and others' and develop through texts by own and others' writing proposing writing against specific criteria for drawing inferences based on indirect changes to vocabulary, grammar audience and purpose. clues. and punctuation to enhance effects and clarify meaning. Uses paragraphs purposefully and To confidently perform texts (including creatively to clearly structure main Evaluates and edits own and poems learnt by heart) using a wide ideas across the text. others' writing against specific range of devices to engage the audience and for effect. criteria for audience and Write legibly, fluently and with purpose. increasing speed by choosing which Creates vivid imagery through shape of a letter to use when given expressive and figurative language choices and deciding whether or not consistent with mood/atmosphere to join specific letters choosing the and develop these images writing implement that is best suited throughout a narrative/poem e.g. a for a task. recurring motif. To analyse and evaluate the use of In writing narratives, considering how language, including figurative authors have developed characters language and how it is used for and settings in what pupils have read, effect, using technical terminology listened to or seen performed. such as metaphor, simile, analogy, imagery, style and effect. To select vocabulary and arammatical structures that reflect what the writing requires, doing this To confidently perform texts (including mostly appropriately. poems learnt by heart) using a wide range of devices to engage the audience and for effect. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Use expressive and figurative language. To discuss how characters change and develop through texts by

drawing inferences based on indirect

clues

						Creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a narrative/poem e.g. a recurring motif.
Vocabulary	Relative clause/ pronoun Determiner Cohesion Ambiguity Subject and object Conjunctions Commas in a list	Rhetorical question Parenthesis Bracket- dash Modal verb	Synonym, antonym Metaphor Personification	Bullet points Hyphen Colon/ semi-colon	Ellipsis Tense: present and past progressive	Subjunctive Active and passive Onomatopoeia



Athersley North Primary School Writing Long Term Plan Y6 Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Core Text/s:	Who let the Gods out?		Street Child		Letters from the Lighthouse			
Text Types	Writing to entertain Diary entry Descriptive- character	Writing to inform Report- newspapers Biography	Writing to entertain Narrative Descriptive- setting	Writing to discuss Balanced argument Explanation text	Writing to entertain Narrative Poetry	Writing to persuade Letter Speech		
Y6 Objectives	Writes in a range of genres/forms, taking account of different audiences and purposes-adding further purposes. Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively. How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices. Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own. In writing narratives, considering how authors have developed characters and settings in what	Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes. Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively. How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other.	Creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a narrative/poem e.g. a recurring motif. To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. To draw out key information and to summarise the main ideas in a text. Use commas to mark subordinate clauses when they start a sentence. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] Uses paragraphs creatively to clearly structure main ideas across the text. Use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text Develops points of view and authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts. Considers and evaluates different viewpoints (own and others, biased and balanced) To use nonfiction materials for purposeful information retrieval. To draw out key information and to summarise the main ideas in a text. To consider different accounts of the same event and to discuss viewpoints (both of authors and of	Experiments with form in narrative writing e.g., flashbacks; concurrent events, alternative perspectives. Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To recognise more complex themes in what they read (such as loss or heroism). To draw out key information and to summarise the main ideas in a text. To discuss how characters change and develop through texts by drawing inferences based on indirect clues. Using the grammatical terms identified in the appendix: using hyphens to avoid ambiguity direct/reported speech	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and wrotabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] Uses paragraphs purposefully and creatively to clearly structure main ideas across the text. To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To retrieve, record and present information from non-fiction To ask questions to improve understanding. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).		

pupils have read, listened to or seen performed.

Maintains a clear focus when selecting content; plans quickly and effectively.

To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g., the use of first person in a diary; direct address in instructions and persuasive writing).

Uses paragraphs creatively to clearly structure main ideas across the text.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Evaluates and edits own and others' writing against specific criteria for audience and purpose. The difference between structures typical of informal speech and structures appropriate for formal speech.

Use commas to mark subordinate clauses when they start a sentence.

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Writes well-structured openings with appropriate ending.

To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.

Use commas to clarify meaning or avoid ambiguity in writing hand, in contrast, or as a consequence], and ellipsis Maintains a clear focus when selecting content; plans quickly and effectively.

To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g., the use of first person in a diary; direct address in instructions and persuasive writing.)

Uses paragraphs creatively to clearly structure main ideas across the text. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text.

Writes well-structured openings with appropriate ending.

To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

To know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

Evaluates and edits own and others' writing against specific criteria for audience and purpose.

Maintains a clear focus when selecting content; plans quickly and effectively.

To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).

Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.

Creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a narrative/poem e.g. a recurring motif.

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.

Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

Maintains a clear focus when selecting content; plans quickly and effectively.

To write effectively for a range of purposes and audiences.

To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

Evaluates and edits own and others' writing against specific criteria for audience and purpose.

Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.

Write legibly, fluently and with increasing speed by choosing which

fictional characters).

Use commas to clarify meaning or avoid ambiguity in writing.

Use hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis.

Use semicolons, colons or dashes to mark boundaries between independent clauses.

Use a colon to introduce a list Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.

To know the difference between structures typical of informal speech and structures appropriate for formal speech.

Develops points of view and ' authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text.

Writes well-structured openings with appropriate ending.

Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

Maintains a clear focus when selecting content; plans quickly and effectively.

To write effectively for a range of purposes and audiences, The pupil can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar

Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes

Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

Maintains a clear focus when selecting content; plans quickly and effectively.

To write effectively for a range of purposes and audiences, The pupil can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.

Evaluates and edits own and others' writing against specific criteria for audience and purpose.

Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.

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.

Choosing the writing implement that is best suited for a task

To read for pleasure, discussing, comparing and evaluating in depth

To recognise more complex themes in what they read (such as loss or heroism).

Using the grammatical terms identified in the appendix: active/passive voice subjunctive.

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Use of the passive to affect the presentation of information in a sentence.

Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.

The difference between structures typical of informal speech and structures appropriate for formal speech

Develops points of view and ' authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text

Writes well-structured openings with appropriate endings.

Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.

Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.

Maintains a clear focus when selecting content; plans quickly and effectively.

and choosing the appropriate register.	Evaluates and edits own and others' writing against specific criteria for audience and purpose	shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task. Writes in a range of genres/forms, taking account of different audiences and purposes-adding further purposes. Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices. Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness. To recognise more complex themes in what they read (such as loss or heroism). Ensuring the consistent and correct use of tense throughout a piece of writing. Using the perfect form of verbs to mark relationships of time and cause.	and punctuation to enhance effects and clarify meaning. Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors. Evaluates and edits own and others' writing against specific criteria for audience and purpose. Uses paragraphs purposefully and creatively to clearly structure main ideas across the text. 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 choosing the writing implement that is best suited for a task.	across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To compare characters, settings and themes within a text and across more than one text. Evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. Creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a narrative/poem e.g., a recurring motif.	The pupil can write effectively for a range of purposes and audiences, The pupil can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors. Evaluates and edits own and others' writing against specific criteria for audience and purpose. Uses paragraphs purposefully and creatively to clearly structure main ideas across the text. 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 choosing the writing implement that is best suited for a task. To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Use expressive and figurative language Creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a narrative/poem e.g. a recurring motif.

				T		
Vocabul ary	Relative clause/ pronoun Determiner Cohesion Ambiguity Subject and object	Rhetorical question Parenthesis Bracket- dash Modal verb	Synonym, antonym Metaphor Personification	Bullet points Hyphen Colon/ semi-colon	Ellipsis Tense: present and past progressive	Subjunctive Active and passive Onomatopoeia