



Athersley North
Primary School

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.



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Writing Long Term Plan

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

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

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Writing Long Term Plan

Y1 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 The manfish: A story of Jacques Cousteau	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
Text Types	Writing to entertain	Writing to inform	Writing to entertain	Writing to Inform	Writing to entertain	Writing to Inform
	Description- Character Poetry	Recount Letter	Description- Setting Story	Non Chronological Report Instructions	Poetry Story	Letter Instruction
Y1 Objectives	<p>To use a number of simple features of different text types.</p> <p>To begin to engage readers by using adjectives to describe.</p> <p>To begin to engage readers by using adjectives to describe.</p> <p>To punctuate sentences using a capital letter and a full stop.</p> <p>To leave consistent spacing between words.</p> <p>To say a sentence orally before writing it.</p> <p>To spell some words in a phonically plausible way even if incorrect.</p> <p>To select and use new vocabulary from texts and topics.</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p>	<p>To use a number of simple features of different text types.</p> <p>To use coordinating conjunctions such as and, for, but, or, so.</p> <p>To form simple compound sentences and noun phrases.</p> <p>To select appropriate and adventurous adjectives to describe.</p> <p>To punctuate sentences using a capital letter and a full stop.</p> <p>To leave consistent spacing between words.</p> <p>To use -ing when describing what something is doing.</p> <p>To say a sentence orally before writing it.</p> <p>To use coordinating conjunctions such as and, for, but, or, so.</p> <p>To sequence sentences to form short narratives.</p> <p>To re-read what they have written to check that it makes sense and</p>	<p>Listening to and discussing a wide range of poems, learning to appreciate rhymes and poems, and to recite some by heart</p> <p>To make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To use the grammatical terminology in English Appendix 2 in discussing their writing. – verb, time adverbials, commands</p> <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p> <p>To select and use new vocabulary from texts and topics.</p> <p>To say out loud what they are going to write about.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p>	<p>To Spell simple compound words.</p> <p>To read words that they have spell.</p> <p>To select and use new vocabulary from texts and topics.</p> <p>To use a number of simple features of different text types.</p> <p>To use coordinating conjunctions such as and, for, but, or, so.</p> <p>To use time conjunctions. To join words and clauses using coordinating conjunctions e.g. and, but, so.</p> <p>To use tense correctly in writing.</p> <p>To begin to understand the difference between first and third person.</p> <p>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Listen to and discuss a wide range of poems Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>To make relevant choices about subject matter and appropriate vocabulary choices. To select and use new vocabulary from texts and topics.</p> <p>To use coordinating conjunctions such as and, for, but, or, so.</p> <p>To form simple compound sentences and noun phrases.</p> <p>To select appropriate and adventurous adjectives to describe. To join words and clauses using coordinating conjunctions e.g. and, but, so.</p> <p>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>To leave consistent spacing between words.</p>	<p>To begin to make adventurous word choices based on their first hand experiences of vocabulary within texts and topics.</p> <p>To use time conjunctions.</p> <p>To join words and clauses using coordinating conjunctions e.g. and, but, so.</p> <p>To use tense correctly in writing.</p> <p>To begin to understand the difference between first and third person.</p> <p>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>To leave consistent spacing between words.</p> <p>To sequence sentences to form short narratives.</p> <p>To use a number of simple features of different text types.</p> <p>To make relevant choices about subject matter and appropriate vocabulary choices.</p>

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



Athersley North
Primary School

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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	The Stone Giant Jack and the Baked Bean Stalk	The Big Book of The Blue Smart About Sharks Lost and Found	I am Rosa Parks I am the seed that grew the tree (poetry)	Greta and the Giants. One World
Text Types	Writing to entertain	Writing to inform	Writing to entertain	Writing to Inform	Writing to entertain	Writing to Inform
	Description-Character Poetry	Recount Letter	Description- Setting Story	Non Chronological Report Instructions	Poetry Story	Letter Instruction
Y2 Objectives	<p>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</p> <p>Understand and use text features of particular text types Separate words with spaces.</p> <p>Mostly accurate use of capital letters at the start of sentences and full stops at the end of sentences</p> <p>Use co-ordination to join clauses using "or" "but"</p> <p>Some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives)</p> <p>Accurate use of Question marks Plan by writing down ideas and/or key words, including new vocabulary</p> <p>Edit by: Evaluating their writing with the teacher and other pupils</p>	<p>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</p> <p>Understand and use text features of particular text types Separate words with spaces.</p> <p>Mostly accurate use of capital letters at the start of sentences and full stops at the end of sentences</p> <p>Use text features of particular text types (Imperative verbs) Use text features of particular text types (Time adverbials)</p> <p>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</p>	<p>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</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>To develop positive attitudes towards and stamina for writing.</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To develop positive attitudes towards and stamina for writing.</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p>	<p>To select and use vocabulary from texts and topics</p> <p>To develop positive attitudes towards and stamina for writing.</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p>To select and use punctuation correctly.</p> <p>To write sentences with different forms: statement, question, exclamation, command</p> <p>To using co-ordination (or/and/but).</p> <p>To use the present and past tenses correctly and consistently, including the progressive form</p> <p>To use sentences with different forms: statement, question, exclamation, command.</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly.</p>	<p>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</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To select and use vocabulary from texts and topics.</p> <p>To select and use punctuation correctly.</p> <p>To write sentences with different forms: statement</p> <p>To use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p>	<p>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).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use the present and past tenses correctly and consistently, including the progressive form</p> <p>To use sentences with different forms: statement, question, exclamation.</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks</p> <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>

<p>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)</p> <p>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</p> <p>Accurate use of exclamation marks</p> <p>Accurate use of commas to separate items in a list</p> <p>Accurate use of question marks Plan by writing down ideas and/or key words, including new vocabulary</p>	<p>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</p> <p>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)</p> <p>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</p> <p>Use simple dictionaries to check spellings</p> <p>-Use subordination to join main and subordinate clauses using, "when" "if" "that" "because"</p> <p>-Use co-ordination to join clauses using "or" "but"</p> <p>-Use of the progressive form of verbs in the past tense</p> <p>Use text features of particular text types (so that the text type is identifiable at a basic level) – First person I</p> <p>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.</p> <p>Difference between first and third person</p>	<p>To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>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.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>To select and use punctuation correctly.</p> <p>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</p> <p>To use sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English. To add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</p> <p>To use and understand the grammatical terminology in English appendix 2 in discussing their writing</p>	<p>To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g., to check that the ends of sentences are punctuated correctly).</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>To form lower-case letters of the correct size relative to one another</p> <p>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.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>To use spacing between words that reflects the size of the letters</p> <p>To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly.</p>	<p>To use expanded noun phrases to describe and</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, - commas to separate lists; <p>To develop positive attitudes towards and stamina for writing. To write 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.</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>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.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>To form lower-case letters of the correct size relative to one another</p> <p>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.</p> <p>To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p>	<p>To use and understand the grammatical terminology in English appendix 2 in discussing their writing To develop positive attitudes towards and stamina for writing.</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>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.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>To form lower-case letters of the correct size relative to one another, are best left unjoined.</p> <p>To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.</p> <p>Use dictionaries and thesauruses to extend and improve their vocabulary choices.</p>	<p>To use and understand the grammatical terminology in English appendix 2 in discussing their writing To develop positive attitudes towards and stamina for writing.</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p>To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>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.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>To form lower-case letters of the correct size relative to one another, are best left unjoined.</p> <p>To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.</p> <p>Use dictionaries and thesauruses to extend and improve their vocabulary choices.</p>
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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

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
Text Types	Writing to entertain	Writing to inform	Writing to entertain	Writing to Inform	<u>Writing to entertain</u>	<u>Writing to Inform</u>
	Description Poetry	Recount Letter	Description- Setting Story	Non Chronological Report Instructions	Poetry Story	Letter Instruction
Y2 Objectives	<p>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</p> <p>Understand and use text features of particular text types Separate words with spaces.</p> <p>Mostly accurate use of capital letters at the start of sentences and full stops at the end of sentences</p> <p>Use co-ordination to join clauses using "or" "but"</p> <p>Develop an ability to write a range of text types and for a variety of purposes by: Including relevant ideas and content</p> <p>Some appropriate word choices used to create interest Some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives)</p>	<p>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</p> <p>Understand and use text features of particular text types Separate words with spaces.</p> <p>Mostly accurate use of capital letters at the start of sentences and full stops at the end of sentences</p> <p>Use text features of particular text types (Imperative verbs)</p> <p>Use text features of particular text types (Time adverbials)</p> <p>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.</p>	<p>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</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>To develop positive attitudes towards and stamina for writing.</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To develop positive attitudes towards and stamina for writing.</p>	<p>To select and use vocabulary from texts and topics</p> <p>To develop positive attitudes towards and stamina for writing. To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p>To select and use punctuation correctly.</p> <p>To write sentences with different forms: statement, question, exclamation, command To using co-ordination (or/and/but).</p> <p>To use the present and past tenses correctly and consistently, including the progressive form</p> <p>To use sentences with different forms: statement, question, exclamation, command.</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly.</p> <p>To plan what they are going to write about including writing down ideas</p>	<p>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</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To select and use vocabulary from texts and topics.</p> <p>To select and use punctuation correctly.</p> <p>To write sentences with different forms: statement</p> <p>To use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>To using co-ordination (or/and/but).</p>	<p>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).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use the present and past tenses correctly and consistently, including the progressive form</p> <p>To use sentences with different forms: statement, question, exclamation.</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks</p> <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present</p>

<p>Accurate use of Question marks Plan by writing down ideas and/or key words, including new vocabulary</p> <p>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)</p> <p>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</p> <p>Understand and use text features of particular text types Separate words with spaces.</p> <p>Mostly accurate use of capital letters at the start of sentences and full stops at the end of sentences</p> <p>Accurate use of exclamation marks</p> <p>Accurate use of commas to separate items in a list</p> <p>Accurate use of question marks Plan by writing down ideas and/or key words, including new vocabulary</p> <p>Plan by writing down ideas and/or key words, including new vocabulary</p>	<p>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</p> <p>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)</p> <p>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</p> <p>Understand and use text features of particular text types</p> <p>Use simple dictionaries to check spellings Separate words with spaces.</p> <p>Mostly accurate use of capital letters at the start of sentences and full stops at the end of sentences</p> <p>-Use subordination to join main and subordinate clauses using, "when" "if" "that" "because"</p> <p>-Use co-ordination to join clauses using "or" "but"</p> <p>-Use of the progressive form of verbs in the past tense</p> <p>Use text features of particular text types (so that the text type is identifiable at a basic level) – First person I</p> <p>Difference between first and third person</p> <p>Plan by writing down ideas and/or key words, including new vocabulary</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p>To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>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.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>To select and use punctuation correctly.</p> <p>Use dictionaries and thesauruses to extend and improve their vocabulary choices.</p> <p>To use the present and past tenses correctly and consistently, including the progressive form</p> <p>To use sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.</p> <p>To add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>To use and understand the grammatical terminology in English appendix 2 in discussing their writing</p>	<p>and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>To form lower-case letters of the correct size relative to one another</p> <p>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.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>To use spacing between words that reflects the size of the letters</p> <p>To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.</p> <p>To select and use vocabulary from texts and topics.</p>	<p>To use some subordination (when/if/that/because). To use expanded noun phrases to describe and</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, - commas to separate lists; <p>To develop positive attitudes towards and stamina for writing. To write 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.</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>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.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>To form lower-case letters of the correct size relative to one another</p> <p>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.</p> <p>To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.</p> <p>To use co-ordination (or/and/but).</p> <p>To use the present and past tenses correctly and consistently, including the progressive form</p>	<p>tense, past tense, apostrophe and comma.</p> <p>To use and understand the grammatical terminology in English appendix 2 in discussing their writing To develop positive attitudes towards and stamina for writing.</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p>To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>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.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>To form lower-case letters of the correct size relative to one another</p> <p>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.</p> <p>To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.</p> <p>Use dictionaries and thesauruses to extend and improve their vocabulary choices.</p>	<p>tense, past tense, apostrophe and comma.</p> <p>To use and understand the grammatical terminology in English appendix 2 in discussing their writing To develop positive attitudes towards and stamina for writing.</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p>To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>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.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>To form lower-case letters of the correct size relative to one another</p> <p>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.</p> <p>To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.</p> <p>Use dictionaries and thesauruses to extend and improve their vocabulary choices.</p>
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					<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <p>To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.</p>	
Vocabulary	<p>Finger spaces Capital letter Full stops Punctuation Adjective Verbs Question mark Exclamation mark* Commas for description Adjective Noun Noun phrases</p>	<p>Subordinating conjunction Conjunction</p>	<p>Simile – 'like' 'Speech marks'</p>	<p>Speech bubble Statement question exclamation Command (Bossy verbs) Bullet points Tense (past, present, future)</p>	<p>Simile – 'as' Alliteration</p>	<p>Apostrophe (contractions and singular possession) Singular/ plural</p>



Athersley North
Primary School

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 Iron Man	
Text Types	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Writing to entertain	Writing to inform	Writing to entertain and persuade	Writing to entertain and inform	Writing to inform	Writing to entertain
	Narrative Descriptive- setting	Recount Explanation text	Setting description Letter of persuasion	Diary entry Non Chronological report	Newspaper article Explanation text	Narrative Poetry
Y3 Objectives	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Pupils should start to learn about some of the differences between Standard English and non-Standard English</p> <p>Progressively building a varied and rich vocabulary</p> <p>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.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Accurately use: Present simple</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p> <p>Makes notes from several sources of information and turns these into sentences, grouping information, often moving from general to more specific detail.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p> <p>Using an increasing range of sentence structures including using the full range of co-ordinating conjunctions to form compound sentences.</p> <p>Use subordinating conjunctions to create some 'time' and 'cause' links within and across sentences.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>Attempts to adopt a viewpoint pupils should start to learn about some of the differences between Standard English and non-Standard English</p> <p>Progressively building a varied and rich vocabulary</p> <p>Uses some detail in the description of setting or characters' feelings or motives</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>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</p> <p>Discussing and recording ideas choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>Attempts to adopt a viewpoint pupils should start to learn about some of the differences between Standard English and non-Standard English</p> <p>Progressively building a varied and rich vocabulary</p> <p>Uses some detail in the description of setting or characters' feelings or motives</p> <p>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</p> <p>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 possessive apostrophe with plural nouns</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>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</p> <p>Pupils should start to learn about some of the differences between Standard English and non-Standard English</p> <p>Progressively building a varied and rich vocabulary</p> <p>Uses some detail in the description of setting or characters' feelings or motives</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas using and punctuating direct speech</p> <p>Accurately use: Past simple</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>Attempts to adopt a viewpoint</p> <p>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</p> <p>Pupils should start to learn about some of the differences between Standard English and non-Standard English</p> <p>Progressively building a varied and rich vocabulary</p> <p>Uses some detail in the description of setting or characters' feelings or motives</p> <p>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</p> <p>Using and punctuating direct speech</p>

<p>Use further prefixes and suffixes and understand how to add them.</p> <p>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.</p> <p>Uses some detail in the description of setting or characters' feelings or motives</p> <p>In narratives, creating settings, characters and plot</p> <p>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</p> <p>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]</p> <p>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.</p>	<p>Organising paragraphs around a theme</p> <p>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</p> <p>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]</p> <p>To learn about some of the differences between Standard English and non-Standard English</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause Groups information, often moving from general to more specific detail, to examples or elaboration</p>	<p>using conjunctions,</p> <p>To use adverbs and prepositions to express time and cause using fronted adverbials</p> <p>Groups information, often moving from general to more specific detail, to examples or elaboration</p> <p>Writes an opening paragraph and further paragraphs for each stage ensuring that sequence is clear and making decisions</p> <p>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</p> <p>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</p> <p>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]</p> <p>Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>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.</p> <p>Assessing the effectiveness of their own and others' writing</p>	<p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages</p> <p>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]</p> <p>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</p> <p>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.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance</p>	<p>Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions,</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages</p> <p>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]</p> <p>Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>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.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance</p>	<p>Notes and develops initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages</p> <p>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]</p> <p>Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>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.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance</p>	<p>Uses dialogue to reveal detail about character/ move the narrative forward</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages</p> <p>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]</p> <p>Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>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.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance</p>
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	<p>'The tropical forest with its dense canopy....'...eyes of fire...</p> <p>Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters</p> <p>Evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy</p> <p>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</p>		<p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors</p>		<p>the appropriate register proofread for spelling and punctuation errors</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>Attempts to adopt a viewpoint</p> <p>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</p> <p>Using the present perfect form of verbs</p> <p>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)</p> <p>Accurately use: Present simple, Present progressive</p> <p>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.</p> <p>Using an increasing range of sentence structures including using the full range of co-ordinating conjunctions to form compound sentences.</p> <p>Use subordinating conjunctions to create some 'time' and 'cause' links within and across sentences.</p>	<p>Shows awareness of the reader in own proof reading and editing 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 progressively building a varied and rich vocabulary</p> <p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To make inferences based on characters' feelings, thoughts and motives.</p>
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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	
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Athersley North
Primary School

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	
Text Types	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Writing to entertain Diary Entry (2022,2023) Poetry (20/2021) Descriptive-character	Writing to inform Biography Newspaper article	Writing to persuade Letter Advert	Writing to entertain Narrative Descriptive-setting	Writing to inform Recount Explanation text	Writing to entertain Narrative Poetry
Y3 Objectives	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Pupils should start to learn about some of the differences between Standard English and non-Standard English.</p> <p>Progressively building a varied and rich vocabulary.</p> <p>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.</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p> <p>Makes notes from several sources of information and turns these into sentences, grouping information, often moving from general to more specific detail.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p> <p>Using an increasing range of sentence structures including using the full range of co-ordinating conjunctions to form compound sentences.</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p> <p>Attempts to adopt a viewpoint pupils should start to learn about some of the differences between Standard English and non-Standard English</p> <p>Progressively building a varied and rich vocabulary.</p> <p>Uses some detail in the description of setting or characters' feelings or motives.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas</p> <p>discussing writing similar to that which they are planning to write in order to</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p> <p>Attempts to adopt a viewpoint pupils should start to learn about some of the differences between Standard English and non-Standard English.</p> <p>Progressively building a varied and rich vocabulary.</p> <p>Uses some detail in the description of setting or characters' feelings or motives.</p> <p>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.</p> <p>To use expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p> <p>Attempts to adopt a viewpoint read their own writing aloud to a group or the whole class,</p> <p>Using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Pupils should start to learn about some of the differences between Standard English and non-Standard English.</p> <p>Progressively building a varied and rich vocabulary.</p> <p>Uses some detail in the description of setting or characters' feelings or motives.</p> <p>Discussing writing similar to that which they are planning to write in order to</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p> <p>Attempts to adopt a viewpoint.</p> <p>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.</p> <p>To start to learn about some of the differences between Standard English and non-Standard English.</p> <p>Progressively building a varied and rich vocabulary.</p> <p>Uses some detail in the description of setting or characters' feelings or motives.</p> <p>Discussing writing similar to that which they are planning to write in order to</p>

<p>Accurately use: Present simple</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Uses some detail in the description of setting or characters' feelings or motives.</p> <p>In narratives, creating settings, characters and plot.</p> <p>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.</p> <p>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]</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>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...</p> <p>Develops mood and atmosphere using a range of vocabulary,</p>	<p>Use subordinating conjunctions to create some 'time' and 'cause' links within and across sentences.</p> <p>Organising paragraphs around a theme.</p> <p>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.</p> <p>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]</p> <p>To learn about some of the differences between Standard English and non-Standard English.</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Groups information, often moving from general to more specific detail, to examples or elaboration.</p>	<p>understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions,</p> <p>Use adverbs and prepositions to express time and cause using fronted adverbials.</p> <p>Groups information, often moving from general to more specific detail, to examples or elaboration.</p> <p>Writes an opening paragraph and further paragraphs for each stage ensuring that sequence is clear and making decisions.</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Organising paragraphs around a theme.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Write longer passages.</p> <p>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]</p> <p>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.</p> <p>Controls the length, pacing and detail in their writing; varies pace</p>	<p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages.</p> <p>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]</p> <p>Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger.</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>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.</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance.</p>	<p>understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas using and punctuating direct speech.</p> <p>Accurately use: Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions,</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages.</p> <p>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]</p> <p>Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>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.</p>	<p>understand and learn from its structure, vocabulary and grammar discussing and recording ideas.</p> <p>Using and punctuating direct speech</p> <p>Uses dialogue to reveal detail about character/ move the narrative forward</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages.</p> <p>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]</p> <p>Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger.</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>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.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p>
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<p>including figurative language, and dialogue between characters</p> <p>Evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy</p> <p>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</p>			<p>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.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors</p>		<p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance</p> <p>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.</p> <p>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)</p> <p>Accurately use: Present simple, Present progressive.</p> <p>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.</p> <p>Using an increasing range of sentence structures including using the full range of co-ordinating conjunctions to form compound sentences.</p> <p>Use subordinating conjunctions to create some 'time' and 'cause' links within and across sentences.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance.</p> <p>Shows awareness of the reader in own proof reading and editing 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 progressively building a varied and rich vocabulary</p> <p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To make inferences based on characters' feelings, thoughts and motives.</p>
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Vocabulary	<p>Suffix Statement question exclamation Command (Bossy verbs) Adjective Noun Noun phrases Prefix Consonant/Vowel Determiner Synonyms</p>	<p>Commas for description Clause</p>	<p>Subordinating conjunction Coordinating conjunction Preposition Subordinate clause</p>	<p>Tense (past, present, future)</p>	<p>Direct speech Inverted commas Apostrophe (contractions and singular possession 'Speech marks' Adverb</p>	



Athersley North
Primary School

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 Iron Man	
Text Types	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	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	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Pupils should start to learn about some of the differences between Standard English and non-Standard English.</p> <p>Progressively building a varied and rich vocabulary</p> <p>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.</p> <p>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)</p> <p>Accurately use: Present simple</p>	<p>Organises or categorises information based on notes from several sources. Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use a wide range of clause structures and sometimes vary their position in a sentence, using commas after fronted adverbials.</p> <p>Sequences events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary.</p> <p>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]</p> <p>Uses paragraphs shift to indicate a change in setting, character, time rather than simply reflecting stages in planning.</p> <p>Is starting to developing independent planning choices Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p> <p>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.'</p> <p>Uses techniques to get the reader on side i.e. address them to engage or influence.</p> <p>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]</p> <p>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...</p> <p>Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike.</p> <p>Discussing writing similar to that which they are planning to write in order to</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p> <p>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.'</p> <p>Uses techniques to get the reader on side i.e. address them to engage or influence.</p> <p>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]</p> <p>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...</p> <p>Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike.</p> <p>Discussing writing similar to that which they are planning to write in order to</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p> <p>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.'</p> <p>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.</p> <p>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]</p> <p>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...</p> <p>Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike.</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>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.'</p> <p>Uses techniques to get the reader on side i.e. address them to engage or influence.</p> <p>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.</p> <p>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]</p> <p>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...</p>

<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Uses some detail in the description of setting or characters' feelings or motives.</p> <p>In narratives, creating settings, characters and plot.</p> <p>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.</p> <p>Include descriptive detail and make writing more vivid using specific nouns, adjectives, and expanded noun phrases.</p> <p>Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike.</p> <p>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]</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p>	<p>Using commas after fronted adverbials.</p>	<p>Understand and learn from its structure, vocabulary and grammar discussing and recording ideas.</p> <p>Organises or categorises information based on notes from several sources Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Using commas after fronted adverbials</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>Develops points of view and 'authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts.</p> <p>To use Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>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).</p> <p>Uses paragraphs creatively to clearly structure main ideas across the text.</p> <p>Writes well-structured openings with appropriate ending</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</p> <p>Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits work.</p>	<p>understand and learn from its structure, vocabulary and grammar.</p> <p>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.</p> <p>Organises or categorises information based on notes from several sources.</p> <p>Use apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Understand the grammatical difference between plural and possessive –s Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>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)</p> <p>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.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>Develops points of view and 'authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts.</p> <p>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.</p>	<p>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.</p> <p>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 inflections instead of local spoken forms mostly correctly e.g. 'I was' instead of 'I were'.</p> <p>Use Standard English for most irregular verbs e.g. 'caught' instead of 'catched'.</p> <p>Using commas after fronted adverbials.</p> <p>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.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively</p> <p>Develops points of view and 'authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts.</p> <p>To use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>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).</p> <p>Uses paragraphs creatively to clearly structure main ideas across the text.</p>	<p>Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike</p> <p>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.</p> <p>Organises or categorises information based on notes from several sources</p> <p>Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters</p> <p>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.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>Develops points of view and 'authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts.</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>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).</p> <p>Uses paragraphs creatively to clearly structure main ideas across the text.</p> <p>Writes well structured openings with appropriate ending</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p>	<p>Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike</p> <p>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.</p> <p>Organises or categorises information based on notes from several sources</p> <p>Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters</p> <p>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.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>Develops points of view and 'authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts.</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>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).</p> <p>Uses paragraphs creatively to clearly structure main ideas across the text.</p> <p>Writes well structured openings with appropriate ending</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p>
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	<p>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.</p> <p>Begins to use figurative language independently.</p> <p>Uses some detail in the description of setting or characters' feelings or motives.</p> <p>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... progressively building a varied and rich vocabulary.</p> <p>Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters</p> <p>Evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy.</p> <p>Shows awareness of the reader in own proof reading and editing.</p> <p>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.</p>			<p>The pupil can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</p> <p>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.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p>	<p>Writes well-structured openings with appropriate ending</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose</p> <p>Uses techniques to get the reader on side i.e. address them to engage or influence</p> <p>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)</p> <p>Accurately use: Present simple, Present progressive</p> <p>Use a wide range of clause structures and sometimes vary their position in a sentence.</p>	<p>To assess the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p>
<p>Vocabulary</p>	<p>Conjunction Coordinating conjunction Clause Prefix Consonant/Vowel Determiner Synonyms Pronoun Possessive pronoun</p>	<p>Subordinating conjunction Subordinate clause Preposition</p>	<p>Adverbial Fronted adverbial</p>	<p>Apostrophe – plural possession</p>	<p>Adverb Direct speech Inverted commas</p>	





Athersley North
Primary School

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	
Text Types	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Writing to entertain Diary Entry (2022,2023) Poetry (20/2021) Descriptive-character	Writing to inform Biography Newspaper article	Writing to persuade Letter Advert	Writing to entertain Narrative Descriptive-setting	Writing to inform Recount Explanation text	Writing to entertain Narrative Poetry
Y4 Objectives	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Pupils should start to learn about some of the differences between Standard English and non-Standard English.</p> <p>Progressively building a varied and rich vocabulary.</p> <p>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.</p> <p>Noun phrases expanded by the addition of modifying adjectives.</p>	<p>Organises or categorises information based on notes from several sources. Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use a wide range of clause structures and sometimes vary their position in a sentence.</p> <p>Using commas after fronted adverbials.</p> <p>Sequences events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary.</p> <p>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]</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p> <p>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.'</p> <p>Uses techniques to get the reader on side i.e. address them to engage or influence.</p> <p>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]</p> <p>Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p> <p>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.'</p> <p>Uses techniques to get the reader on side i.e. address them to engage or influence.</p> <p>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]</p> <p>Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance.</p> <p>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.'</p> <p>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.</p> <p>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]</p> <p>Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>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.'</p> <p>Uses techniques to get the reader on side i.e. address them to engage or influence</p> <p>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</p> <p>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]</p>

<p>nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Accurately use: Present simple</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>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.</p> <p>Uses some detail in the description of setting or characters' feelings or motives</p> <p>In narratives, creating settings, characters and plot</p> <p>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</p> <p>Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases</p> <p>Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike</p> <p>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]</p>	<p>Uses paragraphs shift to indicate a change in setting, character, time rather than simply reflecting stages in planning</p> <p>Sequences events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary.</p>	<p>e.g. 'The tropical forest with its dense canopy...', '...eyes of fire...'</p> <p>Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike.</p> <p>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</p> <p>Organises or categorises information based on notes from several sources Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Using commas after fronted adverbials</p> <p>Use of paragraphs to organise ideas around a theme Y3/4 - Introduction to paragraphs as a way to group related material</p> <p>Organising paragraphs around a theme.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively</p> <p>Develops points of view and 'authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts.</p> <p>Use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>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).</p> <p>Uses paragraphs creatively to clearly structure main ideas across the text.</p> <p>Writes well-structured openings with appropriate ending</p>	<p>e.g. 'The tropical forest with its dense canopy...', '...eyes of fire...'</p> <p>Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Organises or categorises information based on notes from several sources</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>The grammatical difference between plural and possessive –s</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>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)</p> <p>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.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>Develops points of view and 'authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts.</p> <p>Use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use</p>	<p>phrases and figurative language including both simile and metaphor e.g. 'The tropical forest with its dense canopy...', '...eyes of fire...'</p> <p>Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike</p> <p>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</p> <p>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!"]</p> <p>Use Standard English for verb inflections instead of local spoken forms mostly correctly e.g. 'I was' instead of 'I were'.</p> <p>Use Standard English for most irregular verbs e.g. 'caught' instead of 'catched'.</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Using commas after fronted adverbials</p> <p>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.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively</p> <p>Develops points of view and 'authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts</p>	<p>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...'</p> <p>Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike</p> <p>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</p> <p>Organises or categorises information based on notes from several sources</p> <p>Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters</p> <p>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.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively</p> <p>Develops points of view and 'authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>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).</p>
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<p>and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>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.</p> <p>Begins to use figurative language independently</p> <p>Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters</p> <p>Evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy</p> <p>Shows awareness of the reader in own proof reading and editing</p> <p>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</p>			<p>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.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits work.</p>	<p>of first person in a diary; direct address in instructions and persuasive writing. Uses paragraphs creatively to clearly structure main ideas across the text.</p> <p>The pupil can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p> <p>Writes well-structured openings with appropriate ending.</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose</p>	<p>Use layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>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).</p> <p>Uses paragraphs creatively to clearly structure main ideas across the text.</p> <p>Writes well-structured openings with appropriate ending.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>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.'</p> <p>Uses techniques to get the reader on side i.e. address them to engage or influence</p> <p>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</p> <p>Standard English forms for verb inflections instead of local spoken</p>	<p>Uses paragraphs creatively to clearly structure main ideas across the text.</p> <p>Writes well structured openings with appropriate ending</p> <p>The pupil can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p>
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					<p>forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike Organises or categorises information based on notes from several sources</p> <p>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)</p> <p>Accurately use: Present simple, Present progressive</p> <p>use a wide range of clause structures and sometimes vary their position in a sentence.</p>	
Vocabulary	<p>Conjunction Coordinating conjunction Clause Prefix Consonant/Vowel Determiner Synonyms Pronoun Possessive pronoun</p>	<p>Subordinating conjunction Subordinate clause Preposition</p>	<p>Adverbial Fronted adverbial</p>	<p>Apostrophe – plural possession</p>	<p>Adverb Direct speech Inverted commas</p>	



Athersley North
Primary School

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	
Text Types	Writing to entertain	Writing to inform	Writing to entertain Writing to inform	Writing to discuss Writing to entertain	Writing to persuade	Writing to entertain
	Character description Diary entry	Recount (Newspapers) Balanced Argument	Setting description Non-chronological report	Newspaper Report Narrative	Letter	Narrative Poetry
Y5 Objectives	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>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</p>	<p>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.</p> <p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these. To draw inferences from characters' feelings, thoughts and motives.</p> <p>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.</p> <p>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.</p> <p>Use relative clauses beginning with who, which, where, when, whose,</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>To retrieve, record and present information from non-fiction. To ask questions to improve understanding.</p> <p>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.</p> <p>Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use hyphens to avoid ambiguity.</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages.</p> <p>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]</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>Ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To retrieve, record and present information from non-fiction To ask questions to improve understanding.</p> <p>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...'</p> <p>Constructs appropriate introductions and conclusions ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Accurately use:</p>

<p>development, advancing action effectively.</p> <p>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.</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Use a wider range of subordinating conjunctions e.g., 'although', 'even though', 'unless', 'as', 'until'.</p> <p>Use subordinate clauses to build cohesion within a sentence including some appropriate comma use.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>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.</p> <p>Ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled.</p>	<p>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.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis.</p> <p>Uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>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.</p>	<p>that or with an implied (ie omitted) relative pronoun.</p> <p>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.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>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.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Engages reader and sustains interest in narrative writing.</p> <p>Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>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.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use a colon to introduce a list using modal verbs or adverbs to indicate degrees of possibility.</p> <p>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.</p> <p>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.</p> <p>Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>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.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Makes consistent use of style, appropriate to form, subject or audience to maintain interest within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Engages reader and sustains interest in narrative writing.</p> <p>Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>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.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance.</p>	<p>Past simple Present progressive Present simple Present progressive Past perfect Present perfect</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>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.</p> <p>Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>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.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Makes consistent use of style, appropriate to form, subject or audience to maintain interest within a paragraph [for example, then, after that, this, firstly]</p> <p>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.</p>
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		<p>Ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled.</p>	<p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance.</p> <p>Makes consistent use of style, appropriate to form, subject or audience to maintain interest.</p> <p>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.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Makes consistent use of style, appropriate to form, subject or audience to maintain interest considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p> <p>Ensuring correct subject and verb agreement when using singular and plural.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility ensuring the consistent and correct use of tense.</p> <p>Throughout a piece of writing using commas to clarify meaning or avoid ambiguity in writing</p>	<p>Constructs appropriate introductions and conclusions .</p> <p>Considers and evaluates different viewpoints (own and others, biased and balanced)</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance.</p> <p>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.</p> <p>Choosing the writing implement that is best suited for a task.</p>	<p>Makes consistent use of style, appropriate to form, subject or audience to maintain interest.</p> <p>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</p> <p>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.</p> <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Understanding how such choices can change and enhance meaning using expanded noun phrases to convey complicated information concisely.</p> <p>Uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect.</p> <p>Use expressive and figurative language.</p>	<p>Considers and evaluates different viewpoints (own and others, biased and balanced)</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance.</p> <p>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</p> <p>Choosing the writing implement that is best suited for a task.</p> <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>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.</p>
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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
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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 Child		Letters from the Lighthouse	
Text Types	Writing to entertain	Writing to inform	Writing to entertain	Writing to discuss	Writing to entertain	Writing to persuade
	Diary entry Descriptive-character	Report-newspapers Biography	Narrative Descriptive- setting	Balanced argument Explanation text	Narrative Poetry	Letter Speech
Y5 Objectives	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Engages reader and sustains interest in narrative writing.</p> <p>Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal</p>	<p>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.</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>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</p> <p>Using relative clauses beginning with who, which, where, when, whose,</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>To retrieve, record and present information from non-fiction. To ask questions to improve understanding.</p> <p>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.</p> <p>Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>Ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To retrieve, record and present information from non-fiction</p> <p>To ask questions to improve understanding.</p> <p>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...'</p> <p>Constructs appropriate introductions and conclusions ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p>

<p>to audience, character development, advancing action effectively.</p> <p>Makes consistent use of style, appropriate to form, subject or audience to maintain interest in narrative writing.</p> <p>Sustains and develops ideas in interesting ways selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Use a wider range of subordinating conjunctions e.g. 'although', 'even though', 'unless', 'as', 'until.'</p> <p>Use subordinate clauses to build cohesion within a sentence including some appropriate comma use.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Engages reader and sustains interest in narrative writing.</p> <p>Maintains interest for the reader through varied devices, structures, and features, e.g. direct appeal to audience, character development, advancing action effectively.</p> <p>Makes consistent use of style, appropriate to form, subject or audience to maintain interest in narrative writing.</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.</p> <p>Sustains and develops ideas in interesting ways, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.</p> <p>Using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis.</p> <p>Uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p> <p>Makes consistent use of style, appropriate to form, subject or audience to maintain interest in narrative writing.</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>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.</p>	<p>that or with an implied (ie omitted) relative pronoun.</p> <p>Use a wider range of subordinating conjunctions e.g. 'although', 'even though', 'unless', 'as', 'until'.</p> <p>Use subordinate clauses to build cohesion within a sentence including some appropriate comma use.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>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.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Engages reader and sustains interest in narrative writing.</p> <p>Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>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.</p>	<p>To use commas to clarify meaning or avoid ambiguity in writing.</p> <p>To use hyphens to avoid ambiguity using brackets, dashes or commas.</p> <p>To indicate parenthesis using a colon.</p> <p>To introduce a list using modal verbs or adverbs to indicate degrees of possibility.</p> <p>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.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Engages reader and sustains interest in narrative writing.</p> <p>Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>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.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Makes consistent use of style, appropriate to form, subject or audience to maintain interest within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Engages reader and sustains interest in narrative writing.</p> <p>Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>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.</p> <p>Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance.</p>	<p>Accurately use: Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>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.</p> <p>Maintains interest for the reader through varied devices, structures and features noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>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.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Makes consistent use of style, appropriate to form, subject or audience to maintain interest within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation,</p>
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	<p>such choices can change and enhance meaning.</p> <p>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.</p> <p>Ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled.</p>	<p>wrenched the door open and leapt into the driver's seat.</p> <p>Ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled.</p>	<p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance.</p> <p>Makes consistent use of style, appropriate to form, subject or audience to maintain interest.</p> <p>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.</p> <p>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]</p> <p>Ensuring correct subject and verb agreement when using singular and plural.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Ensuring the consistent and correct use of tense.</p> <p>Throughout a piece of writing using commas to clarify meaning or avoid ambiguity in writing.</p>	<p>number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Constructs appropriate introductions and conclusions.</p> <p>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.</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance.</p> <p>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.</p> <p>Choosing the writing implement that is best suited for a task</p>	<p>Makes consistent use of style, appropriate to form, subject or audience to maintain interest</p> <p>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.</p> <p>Choosing the writing implement that is best suited for a task.</p> <p>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.</p> <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Understanding how such choices can change and enhance meaning.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p>	<p>grammar and spelling and for audience and purpose, with guidance.</p> <p>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.</p> <p>Choosing the writing implement that is best suited for a task</p> <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>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.</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>Uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect.</p>
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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
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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 back of the class		The Lion, the Witch and the Wardrobe		The Nowhere Emporium	
Text Types	Writing to entertain	Writing to inform	Writing to entertain	Writing to discuss	Writing to entertain	Writing to persuade
	Diary entry Narrative Descriptive- character	Recount Balanced Argument	Narrative Descriptive- setting	Newspaper Report Explanation Text	Narrative Poetry	Letter Advert
Y6 Objectives	<p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Maintains interest for the reader through varied devices, structures, and features, e.g. direct appeal to audience, character development, advancing action effectively.</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.</p> <p>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.</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purpose.</p> <p>Maintains interest for the reader through varied devices, structures, and features, e.g. direct appeal to audience, character development, advancing action effectively.</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>Use commas to mark subordinate clauses when they start a sentence.</p> <p>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.</p>	<p>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]</p> <p>Uses paragraphs creatively to clearly structure main ideas across the text.</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Develops points of view and 'authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts.</p> <p>Considers and evaluates different viewpoints (own and others, biased and balanced)</p> <p>To use non-fiction materials for purposeful information retrieval.</p> <p>To draw out key information and to summarise the main ideas in a text.</p>	<p>Experiments with form in narrative writing e.g. flashbacks; concurrent events, alternative perspectives.</p> <p>Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger.</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Using the grammatical terms identified in the appendix: using hyphens to avoid ambiguity</p>	<p>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]</p> <p>Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To retrieve, record and present information from non-fiction To ask questions to improve understanding.</p> <p>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</p>

<p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>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).</p> <p>Uses paragraphs creatively to clearly structure main ideas across the text.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>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.</p> <p>Use commas to mark subordinate clauses when they start a sentence.</p> <p>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]</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Writes well-structured openings with appropriate ending.</p>	<p>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.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing and, in contrast, or as a consequence], and ellipsis.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>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).</p> <p>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.</p> <p>Writes well-structured openings with appropriate ending.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</p> <p>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]</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning.</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech.</p> <p>Use of the passive to affect the presentation of information in a sentence.</p>	<p>Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes</p> <p>Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.</p> <p>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.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>The pupil can write effectively for a range of purposes and audiences.</p> <p>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.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p> <p>Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.</p> <p>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.</p> <p>Choosing the writing implement that is best suited for a task.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis.</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use a colon to introduce a list. Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Writes well structured openings with appropriate ending.</p> <p>Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.</p> <p>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.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>To write effectively for a range of purposes and audiences.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p>	<p>direct/reported speech</p> <p>Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.</p> <p>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.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>The pupil can write effectively for a range of purposes and audiences. 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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.</p> <p>Writes well-structured openings with appropriate ending.</p> <p>Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.</p> <p>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.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p>
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	<p>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.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p>	<p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p>	<p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p>	<p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p> <p>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</p>	<p>other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To compare characters, settings and themes within a text and across more than one text.</p> <p>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.</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>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.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</p>	<p>To write effectively for a range of purposes and audiences.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p> <p>Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.</p> <p>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.</p> <p>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.</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Use expressive and figurative language.</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
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						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

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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	Writing to inform	Writing to entertain	Writing to discuss	Writing to entertain	Writing to persuade
	Diary entry Descriptive- character	Report- newspapers Biography	Narrative Descriptive- setting	Balanced argument Explanation text	Narrative Poetry	Letter Speech
Y6 Objectives	<p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.</p> <p>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.</p> <p>In writing narratives, considering how authors have developed characters and settings in what</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>Use commas to mark subordinate clauses when they start a sentence.</p> <p>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.</p>	<p>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]</p> <p>Uses paragraphs creatively to clearly structure main ideas across the text.</p> <p>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.</p> <p>Considers and evaluates different viewpoints (own and others, biased and balanced) To use non-fiction materials for purposeful information retrieval.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of</p>	<p>Experiments with form in narrative writing e.g. flashbacks; concurrent events, alternative perspectives.</p> <p>Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Using the grammatical terms identified in the appendix: using hyphens to avoid ambiguity direct/reported speech</p>	<p>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]</p> <p>Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To retrieve, record and present information from non-fiction To ask questions to improve understanding.</p> <p>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).</p>

<p>pupils have read, listened to or seen performed.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>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).</p> <p>Uses paragraphs creatively to clearly structure main ideas across the text.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>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.</p> <p>Use commas to mark subordinate clauses when they start a sentence.</p> <p>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</p> <p>Writes well-structured openings with appropriate ending.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p> <p>Distinguishing between the language of speech and writing</p>	<p>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.</p> <p>Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.</p> <p>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.</p> <p>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.)</p> <p>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.</p> <p>Writes well-structured openings with appropriate ending.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</p> <p>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]</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>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).</p>	<p>Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.</p> <p>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.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.</p> <p>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.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>To write effectively for a range of purposes and audiences.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p> <p>Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.</p> <p>Write legibly, fluently and with increasing speed by choosing which</p>	<p>fictional characters).</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis.</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use a colon to introduce a list Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>To know the difference between structures typical of informal speech and structures appropriate for formal speech.</p> <p>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.</p> <p>Writes well-structured openings with appropriate ending.</p> <p>Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.</p> <p>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.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>To write effectively for a range of purposes and audiences. 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The pupil can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p> <p>Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.</p> <p>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.</p> <p>Choosing the writing implement that is best suited for a task</p> <p>To read for pleasure, discussing, comparing and evaluating in depth</p>	<p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>Using the grammatical terms identified in the appendix: active/passive voice subjunctive.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use of the passive to affect the presentation of information in a sentence.</p> <p>Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech.</p> <p>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.</p> <p>Writes well-structured openings with appropriate endings.</p> <p>Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively.</p> <p>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.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p>	<p>pupils have read, listened to or seen performed.</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively.</p> <p>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).</p> <p>Uses paragraphs creatively to clearly structure main ideas across the text.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>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.</p> <p>Use commas to mark subordinate clauses when they start a sentence.</p> <p>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</p> <p>Writes well-structured openings with appropriate ending.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p> <p>Distinguishing between the language of speech and writing</p>
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	<p>and choosing the appropriate register.</p>	<p>Evaluates and edits own and others' writing against specific criteria for audience and purpose</p>	<p>shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes.</p> <p>Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.</p> <p>Use evidence from across a text to explain events or ideas.</p> <p>Identify similarities and differences between characters, places, events, objects and ideas in texts.</p> <p>Retrieve information from texts and evaluate its reliability and usefulness. To recognise more complex themes in what they read (such as loss or heroism).</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p>	<p>and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p> <p>Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.</p> <p>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.</p>	<p>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.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To compare characters, settings and themes within a text and across more than one text.</p> <p>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.</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>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.</p>	<p>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.</p> <p>Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors.</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose.</p> <p>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.</p> <p>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.</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Use expressive and figurative language</p> <p>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.</p>
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Vocabulary	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