



SHOBNALL PRIMARY & NURSERY SCHOOL

ENGLISH PROGRAMME OF STUDY

WRITING



Nursery Literacy Long Term Overview

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
PRIMARY LINK Tell a Story	Children engage in pretend play, listen to familiar stories and begin to retell them using props and repeated language. These experiences develop listening comprehension, vocabulary and narrative skills, which are the foundations of reading and writing.	Children participate in shared reading, join in with nursery rhymes and stories, respond to story language and begin to retell and invent simple stories. They make links between texts and their own experiences, strengthening comprehension and oral language.	Children create and tell their own stories or recount real-life experiences using a variety of materials. They become increasingly familiar with story structure and confidently communicate their ideas to others.
Become a Respectful Learner	Children build the communication skills needed for literacy by developing positive relationships, listening to adults and peers, learning new vocabulary and participating in conversations. They begin to recognise and use others' names and develop confidence to communicate within the setting.	Children extend conversations, listen carefully to others' ideas and use language to solve problems, negotiate and manage feelings. These communication skills underpin successful literacy development	Children use an expanding emotional vocabulary, discuss their own feelings and consider the feelings of others. Developing expressive language supports communication, comprehension and later writing.
Create a Picture	Children begin to give meaning to their marks and talk about what they have created. This develops early mark making, communication and the understanding that marks can represent ideas and meaning.	Children explain what their drawings and models represent, using increasingly descriptive vocabulary and developing confidence in speaking about their ideas.	Children create increasingly detailed representations and explain their creative ideas, strengthening descriptive language and oral storytelling skills.
Draw a Selfie	Children explore mark making using a range of media, developing fine motor control while beginning to attach meaning to their marks using simple language. These are essential foundations for early writing.	Children recognise their own name, notice print in the environment and develop greater control in mark making. They use directional language and begin drawing recognisable shapes, building important pre-writing skills.	Children draw recognisable representations of themselves and talk about their pictures using increasing detail, including naming body parts and describing features. This develops vocabulary, oral language and confidence in communicating ideas.
Vocabulary			
Tier 1	Tier 2	Tier 3	
book story page picture word name mark write read pencil	predict describe sequence explain discuss recall retell author illustrator character	rhyme alliteration blending print title fiction non-fiction	

Reception Literacy Long Term Overview

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
Primary link Wow us with your writing	Following the Little Wandle Letters and Sounds Revised programme, children develop early reading and writing skills through daily phonics, shared reading and meaningful mark making. Linked to Wonderful Me and Once Upon a Wardrobe , children learn to hear initial sounds, blend and segment simple words, develop pencil control and begin writing recognisable letters, captions and simple words. They develop a love of books through high-quality stories, rhymes and storytelling.	Children apply growing phonic knowledge to read and write simple sentences with increasing independence. Through Lights, Sirens, Action! and Ready, Steady, Grow! , they write for different purposes including labels, lists, captions and short sentences. They develop comprehension by discussing stories, predicting events and retelling familiar texts using rich vocabulary.	During Going Places and Time Travellers , children confidently apply phonics to read fluently and write simple sentences independently. They compose short pieces of writing for different purposes, use finger spaces, capital letters and full stops where appropriate, and discuss books, characters and information texts in greater depth, preparing them for the Year 1 curriculum.
Supporting link Make a movie	Children develop speaking and listening skills through storytelling, role play, singing, rhyme and conversation. They learn new vocabulary, ask questions and retell familiar stories with increasing confidence.	Children confidently explain ideas, sequence stories, retell events and use ambitious vocabulary during discussions and role play.	Children communicate clearly using well-structured sentences, discussing books, sharing opinions and explaining ideas with confidence.
Supporting link Developing healthy habits	Children develop the fine motor skills needed for writing through dough disco, funky fingers, threading, tweezers, cutting, tracing and pencil control activities. They begin to form letters correctly using the Little Wandle formation phrases.	Children refine pencil grip, handwriting and letter formation through daily writing opportunities and fine motor activities, building stamina and control.	Children demonstrate increasing fluency, control and independence when writing, using effective pencil grip and well-formed letters to record their ideas.
Supporting link Shine like an artist	Children illustrate stories, create story maps and represent characters through drawing, painting and model making to deepen story understanding.	Children use art to retell narratives, design story settings and create illustrations to accompany their writing.	Children confidently combine art and writing to publish work, create story books and communicate ideas creatively.
Supporting link Be a nature detective	Children explore environmental print, labels and signs in the outdoor environment. They develop vocabulary through first-hand experiences and enjoy stories linked to nature and seasonal change.	Children use non-fiction books to investigate plants, animals and the natural world, recording simple observations through drawing and writing.	Children confidently use fiction and non-fiction texts to investigate the wider world, writing simple factual sentences and sharing findings with others.
Supporting link Plan a party	Children read stories and create cards, invitations and labels linked to Harvest , Bonfire Night , Diwali and Christmas , developing meaningful reasons to read and write.	Children write cards, lists, captions and simple messages linked to Lunar (Chinese) New Year , Mother's Day , Easter and Eid , recognising that writing has many purposes.	Children independently apply reading and writing skills to celebrations, creating invitations, menus, posters and messages with increasing confidence and independence.
Vocabulary			
Tier 1	Tier 2	Tier 3	
book, story, page, word, letter, sound, rhyme, sentence, write, read, pencil, name, picture, character, author, title, poem, label, list, caption	predict, retell, describe, sequence, explain, compare, discuss, expression, illustration, information, fiction, non-fiction, blurb, sentence, phonics	phoneme, grapheme, digraph, trigraph, blend, segment, decode, encode, caption, sentence, punctuation, capital letter, full stop, tricky word	



JTMAT Writing Expectations

AUTUMN	SPRING	SUMMER (ELG)
• To orally segment a CVC word. • Match phoneme to grapheme. • Independent writing of VC words and some CVC words. • Some correct letter formations. • Writing tool used with sufficient pressure. • Writing for meaning.	• Can verbalise and begin to hold more words when writing. • Write a simple phrase/sentence for both pictures. • Some letters are formed correctly. • Writing is showing more control with some consistency in size of writing. • Phase 2 and 3 digraphs are evident in words. • Some tricky words are spelt correctly. • Finger spaces are developing, but not consistent.	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
Additional notes: • Phoneme mats can be used independently. • Adults should refrain from mouthing or over-exaggerating sounds when supporting children in their writing. Writing ELG: • Children should be able to put words together to form phrases or short sentences that convey meaning. • Sentences may be simple (e.g., "I can run.") but should be structured in a way that makes sense to the reader. • There should be some awareness of spacing between words, even if inconsistently applied. • Some children may begin using punctuation such as full stops or capital letters, but this is not a requirement for achieving the ELG. • Writing should be sufficiently clear so that an adult can read it, even if some words are phonetically plausible rather than conventionally correct.		



Jon Mayhew

Author of *Mortlock and the Monster Odyssey*, Jon is a much-loved children's writer who knows a lot about the classroom, having also spent 25 years teaching English in schools.



Joshua Seigal

An award-winning poet, Joshua visits schools, libraries and theatres around the country, and you may have spotted one of his critically-acclaimed poetry shows at the Edinburgh Fringe.



Ross Montgomery

Nominated for the Costa Children's Book of the Year, and the CILIP Carnegie Award, Ross' published works include *Midnight Guardians* and the popular *Finney Island Files* series.

REAL WRITING

How Real Writing supports excellence

Teach grammar and punctuation in context with creative and powerful model texts, all annotated with key teaching points - and save hours of time on writing your own.

Build brilliant vocabulary.) important tier 2 and tier 3 vocabulary has been included with every model text. helping teachers to deepen children's comprehension throughout the year.

Draw on fully resourced grammar and composition lesson plans for each unit that guide children towards an extended independent writing outcome - with links to other subject areas.





Writing Genres

Explanation
Instructions
Letters
Narrative
Persuasive
Poetry
Recount
Report
Description
Discussion
Formal / Informal Writing





Year 1 Plazoom Writing Long Term Plan

Term		Autumn		Spring		Summer	
Genre							
NC Strand	NC Objective						
Writing - Transcription - Spelling	spell words containing each of the 40+ phonemes already taught	Little Wandle Dictated Sentences (2 weeks)	Back to Basics' SPAG consolidation using Plazoom Real Grammar (2 weeks)				
	spell common exception words						
	spell the days of the week						
	name the letters of the alphabet (naming the letters in order and using letter names)						
	add prefixes and suffixes: -s or -es						
	add prefixes and suffixes: un-						
	add prefixes and suffixes: -ing, -ed, -er, -est where no change is needed to the root word						
	apply simple spelling rules and guidance as listed in English Appendix 1						
	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far						
Writing - Composition	saying out loud what they are going to write about						
	composing a sentence orally before writing it						
	sequencing sentences to form short narratives						
	re-reading what they have written to check that it makes sense						
	discuss what they have written with the teacher or other pupils						
	read aloud their writing clearly enough to be heard by their peers and the teacher.						
Writing - Vocabulary, grammar and punctuation	leaving spaces between words						
	joining words and joining clauses using and						
	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark						
	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'						
Appendix 2 V.G.P	How words can combine to make sentences						



Year 2 Plazoom Writing Objectives Long Term Plan

Term		Autumn		Spring		Summer			
Genre									
NC Strand	NC Objective								
Writing - Transcription - Spelling	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	7. Nell' Saunders Diary	12. The King and the Royal Family	4. Cinderella	15. Visit the UK!	5. How Kangaroo Got her Pouch	18. A Postcard from the seaside	19. How to make bread	24. Four seasons
	learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few homophones								
	learn to spell common exception words								
	learn to spell more words with contracted forms								
	learning the possessive apostrophe (singular)								
	distinguishing between homophones and near homophones								
	add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly								
	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.								
	apply spelling rules and guidance as listed in English Appendix 1								
	Writing - Composition	writing narratives about personal experiences and those of others (real and fictional)							
writing about real events									
writing poetry									
writing for different purposes									
planning or saying out loud what they are going to write about									
writing down ideas and / or key words, including new vocabulary									
encapsulating what they want to say, sentence by sentence									
evaluating their writing with the teacher and other pupils									
re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form									

o Basics' SPAG consolidation using Plazoom Real Grammar (2 weeks)

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	proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]						
	read aloud what they have written with appropriate intonation to make the meaning clear.						
Writing - Vocabulary, grammar and punctuation	learning how to use both familiar and new punctuation correctly (see English Appendix 2)						
	Learn how to use: sentences with different forms: statement, question, exclamation, command						
	Learn how to use: expanded noun phrases to describe and specify [for example, the blue butterfly]						
	Learn how to use: the present and past tenses correctly and consistently including the progressive form						
	Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)						
	some features of written Standard English						
	use and understand the grammatical terminology in English Appendix 2 in discussing their writing.						
Appendix 2 - V,G,P	Word: Formation of noun using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]						
	Word: Formation of adjectives using suffixes such as -ful, -less						
	Word: Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs						
	Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences						
	Punctuation: commas to separate items in a list						

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Year 3 Plazoom Writing Long Term Plan

Term		Autumn				Spring			Summer			
Genre												
NC Strand	NC Objective	3. The natural cycle of life - flowering plants	4. Why should I visit Skara Brae?	17. Cave Challenge	23. Volcano	7. The Beautiful Game	6. How magnets help us	18. A Mother's Blessing	14. Come to Darlingwood Academy	1. How to build an Iron Age House	24. The Mystery Rucksack	25. Diary of a Fossil Hunter
Writing - Transcription - Spelling	Use further prefixes and suffixes and understand how to add them											
	Spell words that are often misspelt											
	Use the first two or three letters of a word to check its spelling in a dictionary											
Writing - Composition	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar											
	Plan their writing by discussing and recording ideas											
	Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures											
	Draft and write by organising paragraphs around a theme											
	In narratives, creating settings, characters and plot											
	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]											
	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements											
	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences											
	Proof-read for spelling and punctuation errors											
	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear											
	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although											
	Using the present perfect form of verbs in contrast to the past tense											
Writing - Vocabulary, grammar and punctuation	Using conjunctions, adverbs and prepositions to express time and cause											
	Using and punctuating direct speech											
	Formation of nouns using a range of prefixes [for example super-, anti-, auto-]											
	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]											

Back to Basics' SPAG consolidation using Plazoom Real Grammar (2 weeks)

Appendix 2 – V, G, P	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
	Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]
	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]

Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]

2 - V,G,P	Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]
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Appendix	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]
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Year 4 Plazoom Writing Long Term Plan

Term		Autumn				Spring			Summer			
Genre												
NC Strand	NC Objective	1. Terrific Teeth	19. The Diary of Gaius Oranius Betto	13. Bansky: Astist or Vandal	3. Visit Russia	23. Echo and Narcissus	22. Dreams of Escape	20. Dear Gran	15. Joe's Hooded Hawk	5. Who do you think you are?	9. The Richest Man in the World	25. Stay Safe in the Sun
Writing - Transcription - Spelling	Use further prefixes and suffixes and understand how to add them											
	Spell further homophones											
	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals											
	Use the first two or three letters in a word to check its spelling in a dictionary											
	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far											
	Spell words that are often misspelt											
Writing - Composition	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar											
	Plan their writing by discussing and recording ideas											
	Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures											
	Draft and write by organising paragraphs around a theme											
	In narratives, creating settings, characters and plot											
	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]											
	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements											
	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences											
	Proof-read for spelling and punctuation errors											
	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear											
ion	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although											

Back to Basics' SPAG consolidation using Plazoom Real Grammar (2 weeks)

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Year 5 Plazoom Writing Long Term Plan

Term		Autumn			Spring		Summer	
Genre								
NC Strand	NC Objective							
Writing - Transcription - Spelling	Use further prefixes and suffixes and understand guidance for adding them							
	Continue to distinguish between homophones and other words which are often confused							
	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically							
	Use dictionaries to check the spelling and meaning of words							
	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary							
	Use a thesaurus							
Writing - Real Grammar	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary							
	Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own							
	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed							
	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action							
	Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning							
	Draft and write by using a wide range of devices to build cohesion within and across paragraphs							

Writing Plazoom Real Grammar (2 weeks)

it (Literacy Shed+)

Writing - Composition	Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]					
	Draft and write by précisising longer passages					
	Edit and evaluate by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register					
	Edit and evaluate by ensuring the consistent and correct use of tense throughout a piece of writing					
	Evaluate and edit by assessing the effectiveness of their own and others' writing					
	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning					
	Proof-read for spelling and punctuation errors					
	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.					
Writing - Vocabulary, grammar and punctuation	Using the perfect form of verbs to mark relationships of time and cause					
	Using modal verbs or adverbs to indicate degrees of possibility					
	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun					
	Using commas to clarify meaning or avoid ambiguity in writing					
	Using brackets, dashes or commas to indicate parenthesis					
Appendix 2 - V/G,P	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]					
	Verb prefixes [for example, dis-, de-, mis-, over- and re-]					
	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]					

Back to Basics' SPAG consolidation u

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Year 6 Plazoom Writing Long Term Plan

Term		Autumn				Spring		Summer		
Genre										
NC Strand	NC Objective									
Writing - Transcription - Spelling	Use further prefixes and suffixes and understand guidance for adding them	1. The Peppered Moth	2. The Workings of the Human Heart	5. A Jaguar in the Chicken Coop	7. Is this the perfect trainer?	10. Stuck	11. A river speaks	14. How to reduce your carbon footprint	16. Letter from the headteacher	25. School Report
	Spell some words with silent letters									
	Continue to distinguish between homophones and other words which are often confused									
	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically									
	Use dictionaries to check the spelling and meaning of words									
	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary									
	Use a thesaurus									
Composition	Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own									
	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary									
	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed									
	Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning									
	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action									
	Draft and write by précisising longer passages									
	Draft and write by using a wide range of devices to build cohesion within and across paragraphs									

ammar (2 weeks)

Appendix 2 - V/G,P	The difference between structures typical of informal speech and structures appropriate for formal speech and writing								
	The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech								