



## Pott Shrigley Church School English Curriculum Long Term Plan – Writing

### Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read, and write fluently and confidently are effectively disenfranchised.

### The EYFS Profile

#### **Communication and Language Listening, Attention and Understanding ELG aims to ensure that children will have the experience to:**

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

- ♣ Make comments about what they have heard and ask questions to clarify their understanding.
- ♣ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- ♣ Communication and Language Speaking ELG aims to ensure that the children will have the experience to:

#### **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.**

- ♣ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- ♣ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

#### **Physical Development Fine Motor Skills ELG aims to ensure that children will have the experience to:**

- ♣ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.



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**Literacy Writing ELG aims to ensure that children will have the experience to:**

- ♣ 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.

### **Aims of the National Curriculum**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- ♣ Read easily, fluently and with good understanding.
- ♣ Develop the habit of reading widely and often, for both pleasure and information.
- ♣ Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- ♣ Appreciate our rich and varied literary heritage.
- ♣ Write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences.
- ♣ Use discussion to learn; they should be able to elaborate and clearly explain their understanding and ideas.
- ♣ Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

### **Spoken language**

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially, and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share, and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six



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years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

### **Writing**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- ♣ Transcription (spelling and handwriting).
- ♣ Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise, and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating, and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.



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Cycle A – EYFS/Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Texts</b>					
<b>The Last Wolf</b>	<b>The Secret of Black Rock</b>	<b>Where the Wild Things Are</b>	<b>Juniper Jupiter</b>	<b>The Extraordinary Gardener</b>	<b>The Storm Whale</b>
<b>Writing Outcome &amp; Writing Purpose</b>					
Narrative: A Hunting Story Purpose: To narrate	Narrative: A Return Story Purpose: To narrate	Narrative: A Portal Story Purpose: To narrate	Narrative: A Superhero Theme Purpose: To tell and write sentences around the theme	Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme	Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme
Instructions: Recipes Purpose: To instruct	Recount: Postcards Purpose: To recount	Information: Wild Things Purpose: To inform	Information: A letter wanting to be a sidekick Purpose: To inform	Instructions: How to grow a garden plant / vegetable Purpose: To instruct	Poems: Sea creature poems Purpose: To describe
<b>Curriculum objectives</b>  <b>EYFS - Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <b>EYFS – Writing</b> 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.	<b>Curriculum objectives</b>  <b>EYFS - Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <b>EYFS – Writing</b> 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.	<b>Curriculum objectives</b>  <b>EYFS - Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <b>EYFS – Writing</b> 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.	<b>Curriculum objectives</b>  <b>EYFS - Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <b>EYFS – Writing</b> 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.	<b>Curriculum objectives</b>  <b>EYFS - Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <b>EYFS – Writing</b> 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.	<b>Curriculum objectives</b>  <b>EYFS - Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <b>EYFS – Writing</b> 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.
<b>Grammar: Word</b>					
<b>Reception objectives</b> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling.	<b>Reception objectives</b> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling.	<b>Reception objectives</b> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the,	<b>Reception objectives</b> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I,	<b>Reception objectives</b> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I,	<b>Reception objectives</b> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I,
<b>Year 1 objectives</b>	<b>Year 1 objectives</b>				



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<p>Plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives</p>	<p>Plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs How the prefix un- changes the meaning of verbs and adjectives</p>	<p>to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are</p> <p><b>Year 1 objectives</b> Adding the suffixes -ing, -ed and -er to verbs Adding the suffixes -er and -est to adjectives. How the prefix un- changes the meaning of verbs and adjectives</p>	<p>the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are</p> <p><b>Year 1 objectives</b> Reinforce plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives</p>	<p>the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some</p> <p><b>Year 1 objectives</b> Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives</p>	<p>the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come</p> <p><b>Year 1 objectives</b> Adding the suffixes -ing, -ed and -er to verbs Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives</p>
<b>Grammar: Sentence</b>					
<p><b>Reception objectives</b> •Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check</p> <p><b>Year 1 objectives</b> Combining words to make sentences Joining words and clauses using 'and'</p>	<p><b>Reception objectives</b> •Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check</p> <p><b>Year 1 objectives</b> Combining words to make sentences Joining words and clauses using 'and'</p>	<p><b>Reception objectives</b> •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check</p> <p><b>Year 1 objectives</b> Combining words to make sentences Joining words and clauses using 'and'</p>	<p><b>Reception objectives</b> •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check</p> <p><b>Year 1 objectives</b> Combining words to make sentences Joining words and clauses using 'and'</p>	<p><b>Reception objectives</b> •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check</p> <p><b>Year 1 objectives</b> Combining words to make sentences Joining words and clauses using 'and'</p>	<p><b>Reception objectives</b> •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check</p> <p><b>Year 1 objectives</b> Combining words to make sentences Joining words and clauses using 'and'</p>



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Grammar: Text					
<p><b>Reception objectives</b></p> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> </ul> <p><b>Year 1 objectives</b></p> <p>Build on previous units &amp; focus on: Sequencing sentences to form short narratives</p>	<p><b>Reception objectives</b></p> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> </ul> <p><b>Year 1 objectives</b></p> <p>Build on previous units &amp; focus on: Sequencing sentences to form short narratives</p>	<p><b>Reception objectives</b></p> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> <li>•Recognise four parts of a simple narrative - opening, build up, problem and ending</li> <li>•Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly.</li> <li>•Sequence sentences to form short narratives.</li> </ul> <p><b>Year 1 objectives</b></p> <p>Build on previous units &amp; focus on: Sequencing sentences to form short narratives</p>	<p><b>Reception objectives</b></p> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> <li>•Recognise four parts of a simple narrative - opening, build up, problem and ending</li> <li>•Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly.</li> <li>•Sequence sentences to form short narratives.</li> </ul> <p><b>Year 1 objectives</b></p> <p>Build on previous units &amp; focus on: Sequencing sentences to form short narratives</p>	<p><b>Reception objectives</b></p> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> <li>•Recognise four parts of a simple narrative - opening, build up, problem and ending</li> <li>•Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly.</li> <li>•Sequence sentences to form short narratives.</li> </ul> <p><b>Year 1 objectives</b></p> <p>Build on previous units &amp; focus on: Sequencing sentences to form short narratives</p>	<p><b>Reception objectives</b></p> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> <li>•Recognise four parts of a simple narrative - opening, build up, problem and ending</li> <li>•Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly.</li> <li>•Sequence sentences to form short narratives.</li> </ul> <p><b>Year 1 objectives</b></p> <p>Build on previous units &amp; focus on: Sequencing sentences to form short narratives</p>
Grammar: Punctuation					
<p><b>Reception objectives</b></p> <p>Letter formation Separation of words with spaces</p> <p><b>Year 1 objectives</b></p> <p>Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark</p>	<p><b>Reception objectives</b></p> <p>Letter formation Separation of words with spaces</p> <p><b>Year 1 objectives</b></p> <p>Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I</p>	<p><b>Reception objectives</b></p> <p>Letter formation Separation of words with spaces Capital letters</p> <p><b>Year 1 objectives</b></p> <p>Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I</p>	<p><b>Reception objectives</b></p> <p>Letter formation Separation of words with spaces Capital letters</p> <p><b>Year 1 objectives</b></p> <p>Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I</p>	<p><b>Reception objectives</b></p> <p>Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops</p> <p><b>Year 1 objectives</b></p> <p>Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I</p>	<p><b>Reception objectives</b></p> <p>Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names</p> <p><b>Year 1 objectives</b></p> <p>Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I</p>
Terminology for Pupils					
Letter, capital letter, word, sentence, full stop, question mark, exclamation mark, punctuation, plural, singular,					



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Cycle B – EYFS/Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle Texts					
The Something	Star in a Jar	Old Bear	Hermelin	Rapunzel	Little Red
Writing Outcome & Writing Purpose					
Narrative: A Friendship & Animal Theme  Purpose: To tell and write sentences around the theme	Narrative: A Star Theme  Purpose: To tell and write sentences around the theme	Narrative: Finding Narrative  Purpose: To retell a story	Narrative: A Detective  Story Purpose: To narrate	Narrative: A Traditional  Tale Purpose: To narrate	Narrative: A Traditional Tale Theme  Purpose: To tell and write sentences around the theme
Recount: Animal Information  Purpose: To inform	Information: Poster to find a lost star  Purpose: To inform (and describe)	Recount: Messages  Purpose: To inform and explain events that have happened	Recount: Letters  Purpose: To recount	Instructions: How to catch a witch  Purpose: To instruct	Instructions: How to trap an animal  Purpose: To instruct
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<b>Grammar: Word</b>					
<p><b>Reception objectives</b> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling.</p> <p><b>Year 1 objectives</b> Plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives</p>	<p><b>Reception objectives</b> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling.</p> <p><b>Year 1 objectives</b> Plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs How the prefix un- changes the meaning of verbs and adjectives</p>	<p><b>Reception objectives</b> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are</p> <p><b>Year 1 objectives</b> Adding the suffixes -ing, -ed and -er to verbs Adding the suffixes -er and -est to adjectives. How the prefix un- changes the meaning of verbs and adjectives</p>	<p><b>Reception objectives</b> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are</p> <p><b>Year 1 objectives</b> Reinforce plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives</p>	<p><b>Reception objectives</b> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some</p> <p><b>Year 1 objectives</b> Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives</p>	<p><b>Reception objectives</b> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come</p> <p><b>Year 1 objectives</b> Adding the suffixes -ing, -ed and -er to verbs Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives</p>
<b>Grammar: Sentence</b>					
<p><b>Reception objectives</b> •Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check</p> <p><b>Year 1 objectives</b></p>	<p><b>Reception objectives</b> •Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check</p> <p><b>Year 1 objectives</b></p>	<p><b>Reception objectives</b> •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage</p>	<p><b>Reception objectives</b> •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage</p>	<p><b>Reception objectives</b> •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and</p>	<p><b>Reception objectives</b> •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and</p>





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Combining words to make sentences Joining words and clauses using 'and'	Combining words to make sentences Joining words and clauses using 'and'	independence in the correct use of the Sentence Accuracy Check  <b>Year 1 objectives</b> Combining words to make sentences Joining words and clauses using 'and'	independence in the correct use of the Sentence Accuracy Check  <b>Year 1 objectives</b> Combining words to make sentences Joining words and clauses using 'and'	clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check  <b>Year 1 objectives</b> Combining words to make sentences Joining words and clauses using 'and'	clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check  <b>Year 1 objectives</b> Combining words to make sentences Joining words and clauses using 'and'
<b>Grammar: Text</b>					
<b>Reception objectives</b> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> </ul> <b>Year 1 objectives</b> Build on previous units & focus on: Sequencing sentences to form short narratives	<b>Reception objectives</b> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> </ul> <b>Year 1 objectives</b> Build on previous units & focus on: Sequencing sentences to form short narratives	<b>Reception objectives</b> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> <li>•Recognise four parts of a simple narrative - opening, build up, problem and ending</li> <li>•Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly.</li> <li>•Sequence sentences to form short narratives.</li> </ul> <b>Year 1 objectives</b> Build on previous units & focus on: Sequencing sentences to form short narratives	<b>Reception objectives</b> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> <li>•Recognise four parts of a simple narrative - opening, build up, problem and ending</li> <li>•Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly.</li> <li>•Sequence sentences to form short narratives.</li> </ul> <b>Year 1 objectives</b> Build on previous units & focus on: Sequencing sentences to form short narratives	<b>Reception objectives</b> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> <li>•Recognise four parts of a simple narrative - opening, build up, problem and ending</li> <li>•Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly.</li> <li>•Sequence sentences to form short narratives.</li> </ul> <b>Year 1 objectives</b> Build on previous units & focus on: Sequencing sentences to form short narratives	<b>Reception objectives</b> <ul style="list-style-type: none"> <li>•Listen to and talk about stories to build familiarity and understanding</li> <li>•Learn new vocabulary from texts</li> <li>•Recognise four parts of a simple narrative - opening, build up, problem and ending</li> <li>•Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly.</li> <li>•Sequence sentences to form short narratives.</li> </ul> <b>Year 1 objectives</b> Build on previous units & focus on: Sequencing sentences to form short narratives



## Pott Shrigley Church School English Curriculum Long Term Plan – Writing

Grammar: Punctuation					
<p><b>Reception objectives</b> Letter formation Separation of words with spaces</p> <p><b>Year 1 objectives</b> Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark</p>	<p><b>Reception objectives</b> Letter formation Separation of words with spaces</p> <p><b>Year 1 objectives</b> Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I</p>	<p><b>Reception objectives</b> Letter formation Separation of words with spaces Capital letters</p> <p><b>Year 1 objectives</b> Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I</p>	<p><b>Reception objectives</b> Letter formation Separation of words with spaces Capital letters</p> <p><b>Year 1 objectives</b> Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I</p>	<p><b>Reception objectives</b> Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops</p> <p><b>Year 1 objectives</b> Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I</p>	<p><b>Reception objectives</b> Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names</p> <p><b>Year 1 objectives</b> Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I</p>
Terminology for Pupils					
Letter, capital letter, word, sentence, full stop, question mark, exclamation mark, punctuation, plural, singular,					



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Cycle A – Years 2/3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Texts</b>					
<b>The King Who Banned the Dark</b>	<b>Escape from Pompeii</b>	<b>A River</b>	<b>Into the Forest</b>	<b>Jeremy Button</b>	<b>Rhythm of the Rain</b>
<b>Writing Outcome &amp; Writing Purpose</b>					
Non-Fiction: Persuasive letter Purpose: To persuade	Narrative: Return narrative Purpose: To narrate	Narrative: Circular narrative Purpose: To narrate	Narrative: Lost Narrative Purpose: To narrate	Narrative: Return narrative Purpose: To narrate	Narrative: Setting narrative Purpose: To narrate
Narrative: Banning narrative Purpose: To narrate	Non-Fiction: Non-chronological report Purpose: To inform	Recount: Letter Purpose: To inform	Recount: Newspaper report Purpose: To recount	Information: Letters Purpose: To recount	Recount: River information leaflet Purpose: To inform
<b>Grammar: Word</b>					
<b>Year 2 objectives</b> Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs  <b>Year 3 objectives</b> Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	<b>Year 2 objectives</b> Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs  <b>Year 3 objectives</b> Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	<b>Year 2 objectives</b> Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es  <b>Year 3 objectives</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-)	<b>Year 2 objectives</b> Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es  <b>Year 3 objectives</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-)	<b>Year 2 objectives</b> Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es  <b>Year 3 objectives</b> Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	<b>Year 2 objectives</b> Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs  <b>Year 3 objectives</b> Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning



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Grammar: Sentence					
<p><b>Year 2 objectives</b>            Expanded noun phrases for description and specification.            Subordination (using when, if, that, because)            Co-ordination (or, and, but).            How the grammatical patterns in a sentence indicates its function as question and a statement.</p> <p><b>Year 3 objectives</b>            Use a wider range of conjunctions, e.g. when, if, because, although.</p>	<p><b>Year 2 objectives</b>            Subordination (using when, if, that, because)            Co-ordination (or, and, but).</p> <p><b>Year 3 objectives</b>            Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore).            Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of).</p>	<p><b>Year 2 objectives</b>            Subordination (using when, if, that, because)            Co-ordination (or, and, but).            Expanded Noun Phrases for description and specification.            Learn that the grammatical patterns in a sentence indicate its function as a question or command.</p> <p><b>Year 3 objectives</b>            Use a wider range of conjunctions, e.g. when, if, because, although.</p>	<p><b>Year 2 objectives</b>            Subordination (using when, if, that, because)            Co-ordination (or, and, but).</p> <p><b>Year 3 objectives</b>            Expressing time, place and cause using adverbs e.g. then, next, soon, therefore.            Expressing time, place and cause using prepositions e.g. before, after, during, in, because of.</p>	<p><b>Year 2 objectives</b>            Learn that the grammatical patterns in a sentence indicate its function as a question or command.</p> <p><b>Year 3 objectives</b>            Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of.            Expressing time, place and cause using adverbs e.g. then, next, soon, therefore.            Use a wider range of conjunctions, e.g. when, if, because, although.</p>	<p><b>Year 2 objectives</b>            Learn that the grammatical patterns in a sentence indicate its function as a question or command.</p> <p><b>Year 3 objectives</b>            Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositions.            Fronted adverbials            Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so'.</p>
Grammar: Text					
<p><b>Year 2 objectives</b>            Correct choice and consistent use of past and present tense throughout writing.</p> <p><b>Year 3 objectives</b>            Present perfect form of verbs</p>	<p><b>Year 2 objectives</b>            Correct choice and consistent use of past and present tense throughout writing.</p> <p><b>Year 3 objectives</b>            Headings and sub-headings to aid presentation.</p>	<p><b>Year 2 objectives</b>            Correct choice and consistent use of past and present tense throughout writing.</p> <p><b>Year 3 objectives</b>            Headings and sub-headings to aid presentation.</p>	<p><b>Year 2 objectives</b>            Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.</p> <p><b>Year 3 objectives</b>            Present perfect form of verbs            Introduction to paragraphs as a way to group related material.</p>	<p><b>Year 2 objectives</b>            Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.</p> <p><b>Year 3 objectives</b>            Present perfect form of verbs in contrast to the simple past.</p>	<p><b>Year 2 objectives</b>            Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.</p> <p><b>Year 3 objectives</b>            Introduction to paragraphs as a way to group related material.</p>



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			Headings and sub-headings to aid presentation.		Present perfect form of verbs in contrast to the simple past.
<b>Grammar: Punctuation</b>					
<p><b>Year 2 objectives</b>            Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.            Apostrophes to mark where letters are missing in spellings.            Commas to separate items in a list.</p> <p><b>Year 3 objectives</b>            Learn how to use commas to separate items in a list.</p>	<p><b>Year 2 objectives</b>            Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.            Apostrophes to mark where letters are missing in spellings.            Commas to separate items in a list.</p> <p><b>Year 3 objectives</b>            Inverted commas to punctuate direct speech.</p>	<p><b>Year 2 objectives</b>            Use of capital letters, full stops, and question marks to demarcate sentences.            Use apostrophes to mark singular possession in nouns.</p> <p><b>Year 3 objectives</b>            Apostrophes to mark singular possession in nouns.            .</p>	<p><b>Year 2 objectives</b>            Use of capital letters, full stops, and question marks to demarcate sentences.</p> <p><b>Year 3 objectives</b>            Inverted commas to punctuate direct speech.</p>	<p><b>Year 2 objectives</b>            Use of capital letters, full stops, and question marks to demarcate sentences.</p> <p><b>Year 3 objectives</b>            Inverted commas to punctuate direct speech.</p>	<p><b>Year 2 objectives</b>            Use of capital letters, full stops, and question marks to demarcate sentences.            Commas to separate items in a list.</p> <p><b>Year 3 objectives</b>            Apostrophes to mark singular possession in nouns.            Learn how to use commas to separate items in a list.</p>
<b>Terminology for Pupils</b>					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					



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**Cycle B – Years 2/3**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Texts</b>					
<b>Grandad's Island</b>	<b>Fox</b>	<b>The Bog Baby</b>	<b>Rosie Revere</b>	<b>The Night Gardener</b>	<b>The Iron Man</b>
<b>Writing Outcome &amp; Writing Purpose</b>					
Narrative: Return Narrative Purpose: To narrate	Narrative: Fable Narrative Purpose: To narrate	Narrative: Finding Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Approach Threat Narrative Purpose: To narrate
Information: Jungle Animals Purpose: To inform	Information: Foxes Information Report Purpose: To inform	Instructions: How to build a habitat Purpose: To instruct	Explanation: How a machine works Purpose: To explain	Recount: Diary Purpose: To recount	Explanation: Trap Explanation Purpose: To explain
<b>Grammar: Word</b>					
<b>Year 2 objectives</b> Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs  <b>Year 3 objectives</b> Adverbs ending in -ly	<b>Year 2 objectives</b> Use of the suffix –ly to turn adjectives into adverbs  <b>Year 3 objectives</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis -mis -im -in Use of the forms a or an when next word starts with a consonant or a vowel Adverbs ending in -ly	<b>Year 2 objectives</b> Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs  <b>Year 3 objectives</b> Adverbs ending in -ly	<b>Year 2 objectives</b> Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs  <b>Year 3 objectives</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'	<b>Year 2 objectives</b> Use of the suffix –ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less  <b>Year 3 objectives</b> Adverbs ending in -ly	<b>Year 2 objectives</b> Form adjectives using suffixes -ful and -less  <b>Year 3 objectives</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'



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Grammar: Sentence					
<p><b>Year 2 objectives</b> Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation. Expanded Noun Phrases for description and specification.</p> <p><b>Year 3 objectives</b> Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositions. Fronted adverbials Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so'.</p>	<p><b>Year 2 objectives</b> Subordination (using when, if, that, because) Co-ordination (or, and, but).</p> <p><b>Year 3 objectives</b> Expressing time, place and cause using prepositions, e.g. before, after, during, in. Use a wider range of conjunctions, e.g. when, if, because, although.</p>	<p><b>Year 2 objectives</b> Subordination (using when, if, that, because) Co-ordination (or, and, but). Expanded noun phrases for description and specification. How the grammatical patterns in a sentence indicates its function as a question and command.</p> <p><b>Year 3 objectives</b> Expressing time, place and cause using prepositions, e.g. before, after, during, in. Use a wider range of conjunctions, e.g. when, if, because, although.</p>	<p><b>Year 2 objectives</b> Subordination (using when, if, that, because) Co-ordination (or, and, but). Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification.</p> <p><b>Year 3 objectives</b> Use a wider range of conjunctions, e.g. when, if, because, although.</p>	<p><b>Year 2 objectives</b> Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question. Expanded Noun Phrases for description and specification.</p> <p><b>Year 3 objectives</b> Use a wider range of conjunctions, e.g. when, if, because, although.</p>	<p><b>Year 2 objectives</b> Expanded Noun Phrases for description and specification.</p> <p><b>Year 3 objectives</b> Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although). Learn how to use subordination. Expressing time, place and cause using adverbs e.g. then, there, soon, after. Expressing time, place and cause using prepositions e.g. before, during, after, in. Use expanded noun phrases for description and specification.</p>
Grammar: Text					
<p><b>Year 2 objectives</b> Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.</p> <p><b>Year 3 objectives</b> Headings and sub-headings to aid presentation.</p>	<p><b>Year 2 objectives</b> Correct choice and consistent use of past and present tense throughout writing.</p> <p><b>Year 3 objectives</b> Present perfect form of verbs in contrast to the simple past.</p>	<p><b>Year 2 objectives</b> Correct choice and consistent use of past and present tense throughout writing.</p> <p><b>Year 3 objectives</b> Headings and sub-headings to aid presentation.</p>	<p><b>Year 2 objectives</b> Correct choice and consistent use of past and present tense throughout writing.</p> <p><b>Year 3 objectives</b> Headings and sub-headings to aid presentation.</p>	<p><b>Year 2 objectives</b> Correct choice and consistent use of past and present tense throughout writing.</p> <p><b>Year 3 objectives</b> Present perfect form of verbs in contrast to the simple past.</p>	<p><b>Year 2 objectives</b> Correct choice and consistent use of past and present tense throughout writing.</p> <p><b>Year 3 objectives</b> Present perfect form of verbs in contrast to the simple past.</p>



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<b>Grammar: Punctuation</b>					
<p><b>Year 2 objectives</b>            Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.            Apostrophes to mark singular possession in nouns.</p> <p><b>Year 3 objectives</b>            Commas to separate items in a list.            Apostrophes to mark singular possession in nouns.            Inverted commas to punctuate direct speech.</p>	<p><b>Year 2 objectives</b>            Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.            Apostrophes to mark singular possession in nouns.</p> <p><b>Year 3 objectives</b>            Commas to separate items in a list.            Apostrophes to mark singular possession in nouns.            Inverted commas to punctuate direct speech.</p>	<p><b>Year 2 objectives</b>            Use of capital letters, full stops and question marks to demarcate sentences.            Commas to separate items in a list.            Apostrophes to mark where letters are missing in spelling (contractions).</p> <p><b>Year 3 objectives</b>            Commas to separate items in a list.</p>	<p><b>Year 2 objectives</b>            Use of capital letters, full stops and question marks to demarcate sentences.            Apostrophes to mark singular possession in nouns.            Commas to separate items in a list.</p> <p><b>Year 3 objectives</b>            Commas to separate items in a list.</p>	<p><b>Year 2 objectives</b>            Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.            Apostrophes to mark where letters are missing in spelling (contractions).            Apostrophes to mark singular possession in nouns.            Commas to separate items in a list.</p> <p><b>Year 3 objectives</b>            Apostrophes to mark singular possession in nouns.</p>	<p><b>Year 2 objectives</b>            Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.            Apostrophes to mark singular possession in nouns.</p> <p><b>Year 3 objectives</b>            Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.            Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.            Use commas to separate items in a list.</p>
<b>Terminology for Pupils</b>					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					





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Cycle A – Years 4/5/6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Texts</b>					
<b>The Journey</b>	<b>Hansel &amp; Gretel</b>	<b>The Lost Book of Adventures</b>	<b>When We Walked on the Moon</b>	<b>The Lost Happy Endings</b>	<b>Origins of the Species</b>
<b>Writing Outcome &amp; Writing Purpose</b>					
Narrative: Refugee Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate	Narrative: Survival Narrative Purpose: To narrate	Narrative: Exploration Narrative Purpose: To narrate	Narrative: Twisted Narrative Purpose: To narrate	Narrative: Discovery Narrative Purpose: To narrate
Recount: Diary Purpose: To recount	Persuasion: Letter Purpose: To persuade	Explanation: Survival Guide Purpose: To explain	Recount: Formal Mission Log Purpose: To recount	Persuasion: Letter Purpose: To persuade	Explanation: Adaptation Purpose: To explain
<b>Grammar: Word</b>					
<p><b>Year 4 objectives</b> Develop understanding of standard English forms for verb inflections (we were instead of we was). Grammatical difference between plural and possessive -s.</p> <p><b>Year 5 objectives</b> The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p> <p><b>Year 6 objectives</b> The difference between vocabulary of informal speech and vocabulary appropriate to</p>	<p><b>Year 4 objectives</b> Develop understanding of standard English forms for verb inflections (we were instead of we was). Grammatical difference between plural and possessive -s.</p> <p><b>Year 5 objectives</b> The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p> <p><b>Year 6 objectives</b> Understand how words are related by meaning as synonyms and antonyms.</p>	<p><b>Year 5 objectives</b> Verb prefixes mis, over and de. Converting nouns or adjectives into verbs using suffixes.</p>	<p><b>Year 5 objectives</b> Develop a further understanding of the use of verb prefixes.</p>	<p><b>Year 4 objectives</b> Grammatical difference between plural and possessive -s. Develop understanding of standard English forms for verb inflections (we were instead of we was).</p>	<p><b>Year 6 objectives</b> Understand how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing.</p>



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formal speech and writing – formal tone.	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.				
<b>Grammar: Sentence</b>					
<p><b>Year 4 objectives</b> Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositions. Fronted adverbials.</p> <p><b>Year 5 objectives</b> Expanded noun phrases to convey complicated information concisely. Use fronted adverbials.</p> <p><b>Year 6 objectives</b> Using expanded noun phrases to convey complicated information concisely.</p>	<p><b>Year 4 objectives</b> Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositions. Fronted adverbials.</p> <p><b>Year 5 objectives</b> Expanded noun phrases to convey complicated information concisely. Use fronted adverbials.</p> <p><b>Year 6 objectives</b> The difference between structures typical of informal speech and structures appropriate to formal speech in writing. Use of the subjunctive form in some very formal speech and writing.</p>	<p><b>Year 4 objectives</b> Fronted adverbials.</p> <p><b>Year 5 objectives</b> Indicate degrees of possibility using adverbs and modal verbs. Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p>	<p><b>Year 4 objectives</b> Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositions. Fronted adverbials.</p> <p><b>Year 5 objectives</b> Indicate degrees of possibility using modal verbs. Expanded noun phrases to convey complicated information concisely. Develop understanding of relative clauses.</p> <p><b>Year 6 objectives</b> Using expanded noun phrases to convey complicated information concisely.</p>	<p><b>Year 4 objectives</b> Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositions. Fronted adverbials.</p> <p><b>Year 5 objectives</b> Expanded noun phrases to convey complicated information concisely. Use fronted adverbials.</p> <p><b>Year 6 objectives</b> Using expanded noun phrases to convey complicated information concisely.</p>	<p><b>Year 4 objectives</b> Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositions. Fronted adverbials.</p> <p><b>Year 5 objectives</b> Expanded noun phrases to convey complicated information concisely. - Use fronted adverbials.</p> <p><b>Year 6 objectives</b> The difference between structures typical of informal speech and structures appropriate to formal. Using expanded noun phrases to convey complicated information concisely. Use the subjunctive forms in some very formal writing and speech.</p>



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Grammar: Text					
<p><b>Year 4 objectives</b> Nouns or pronouns to aid cohesion and avoid repetition.</p> <p><b>Year 5 objectives</b> Develop understanding in using devices to build cohesion within a paragraph.</p> <p><b>Year 6 objectives</b> Use headings and sub-headings to structure information.</p>	<p><b>Year 4 objectives</b> Use adverbials and conjunctions for cohesion.</p> <p><b>Year 5 objectives</b> Develop understanding in using devices to build cohesion within a paragraph.</p> <p><b>Year 6 objectives</b> Linking ideas within and across paragraphs using a wider range of cohesive devices.</p>	<p><b>Year 4 objectives</b> Nouns or pronouns to aid cohesion and avoid repetition.</p> <p><b>Year 5 objectives</b> Use of a range of sentence types for impact and cohesion.</p> <p><b>Year 6 objectives</b> Use headings and sub-headings to structure information.</p>	<p><b>Year 4 objectives</b> Use adverbials and conjunctions for cohesion.</p> <p><b>Year 5 objectives</b> Use of a range of sentence types for impact and cohesion.</p> <p><b>Year 6 objectives</b> Linking ideas within and across paragraphs using a wider range of cohesive devices.</p>	<p><b>Year 4 objectives</b> Use adverbials and conjunctions for cohesion.</p> <p><b>Year 5 objectives</b> Develop understanding in using devices to build cohesion within a paragraph.</p> <p><b>Year 6 objectives</b> Use headings and sub-headings to structure information.</p>	<p><b>Year 4 objectives</b> Nouns or pronouns to aid cohesion and avoid repetition.</p> <p><b>Year 5 objectives</b> Use of a range of sentence types for impact and cohesion.</p> <p><b>Year 6 objectives</b> Use headings and sub-headings to structure information.</p>
Grammar: Punctuation					
<p><b>Year 4 objectives</b> Inverted commas and other punctuation to indicate direct speech. - Apostrophes for possession (plural nouns). Use commas after fronted adverbials</p> <p><b>Year 5 objectives</b> Commas after fronted adverbials.</p> <p><b>Year 6 objectives</b> Use commas to clarify meaning and avoid ambiguity.</p>	<p><b>Year 6 objectives</b> Use semi-colons, colons, and dashes to mark the boundary between independent clauses. Use hyphens to avoid ambiguity.</p>	<p><b>Year 4 objectives</b> Use commas after fronted adverbials</p> <p><b>Year 5 objectives</b> Indicate parenthesis using brackets. Commas for clarity.</p> <p><b>Year 6 objectives</b> Use commas to clarify meaning and avoid ambiguity.</p>	<p><b>Year 4 objectives</b> Use commas after fronted adverbials</p> <p><b>Year 5 objectives</b> Indicate parenthesis using dashes and brackets. Commas after fronted adverbials. Inverted commas to indicate direct speech.</p>	<p><b>Year 4 objectives</b> Inverted commas and other punctuation to indicate direct speech. - Apostrophes for possession (plural nouns). Use commas after fronted adverbials.</p> <p><b>Year 5 objectives</b> Commas after fronted adverbials.</p> <p><b>Year 6 objectives</b> Use commas to clarify meaning and avoid ambiguity.</p>	<p><b>Year 6 objectives</b> Use dashes, colons, and semi-colons to mark the boundary between independent clauses. Use colons to introduce a list.</p>
Terminology for Pupils					
determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					



**Pott Shrigley Church School**  
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**Cycle B – Years 4/5/6**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Texts</b>					
<b>Arthur and the Golden Rope</b>	<b>The Whale</b>	<b>Rose Blanche</b>	<b>The Hound of the Baskervilles</b>	<b>Shackleton’s Journey</b>	<b>King Kong</b>
<b>Writing Outcome &amp; Writing Purpose</b>					
Narrative: Myth Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Recount: Diary Purpose: To recount	Narrative: Cliff hanger Narrative Purpose: To narrate	Narrative: Endurance Narrative Purpose: To narrate	Narrative: Dilemma Narrative Purpose: To narrate
Information: Defeating a Viking monster Purpose: To inform	Recount: Newspaper Report Purpose: To recount	Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Recount: Formal Report Purpose: To inform	Recount: Biography Purpose: To recount	Discussion: Balanced Argument Purpose: To discuss
<b>Grammar: Word</b>					
<b>Year 4 objectives</b> Grammatical difference between plural and possessive -s.	<b>Year 4 objectives</b> Develop understanding of standard English forms for verb inflections (we were instead of we was).  <b>Year 5 objectives</b> The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone. Develop understanding and use of verb prefixes. Converting nouns or adjectives into verbs using suffixes.	<b>Year 6 objectives</b> Understand how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices.	<b>Year 4 objectives</b> Develop understanding of standard English forms for verb inflections (we were instead of we was).  <b>Year 5 objectives</b> The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone. Develop understanding and use of verb prefixes.	<b>Year 6 objectives</b> Develop understanding of how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing.	<b>Year 5 objectives</b> Further understanding of converting nouns or adjectives into verbs using suffixes.



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	<p><b>Year 6 objectives</b>          The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing.</p>		<p>Converting nouns or adjectives into verbs using suffixes.</p> <p><b>Year 6 objectives</b>          The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p>		
<b>Grammar: Sentence</b>					
<p><b>Year 4 objectives</b>          Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositions.          Fronted adverbials.</p> <p><b>Year 5 objectives</b>          Expanded noun phrases to convey complicated information concisely.          Use fronted adverbials.</p> <p><b>Year 6 objectives</b>          Using expanded noun phrases to convey complicated information concisely.</p>	<p><b>Year 4 objectives</b>          Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositions.          Fronted adverbials.</p> <p><b>Year 5 objectives</b>          Expanded noun phrases to convey complicated information concisely.          Use fronted adverbials.</p> <p><b>Year 6 objectives</b>          Using expanded noun phrases to convey complicated information concisely.</p>	<p><b>Year 6 objectives</b>          The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech.          Develop understanding of the passive to affect the presentation of information in a sentence.</p>	<p><b>Year 5 objectives</b>          Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p>	<p><b>Year 4 objectives</b>          Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositions.          Fronted adverbials.</p> <p><b>Year 5 objectives</b>          Expanded noun phrases to convey complicated information concisely.          Use fronted adverbials.</p> <p><b>Year 6 objectives</b>          Using expanded noun phrases to convey complicated information concisely.          Understand the difference between structures typical of informal speech and structures appropriate to formal.          Develop understanding of the passive to affect the presentation of information in a sentence.</p>	<p><b>Year 4 objectives</b>          Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositions.          Fronted adverbials.</p> <p><b>Year 5 objectives</b>          Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.          Develop understanding of expanded noun phrases to convey complicated information concisely.          Indicate degrees of possibility using modal verbs.</p>



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**Grammar: Text**

<p><b>Year 4 objectives</b> Nouns or pronouns to aid cohesion and avoid repetition. Paragraphs to organise ideas around a theme, with headings and sub headings.</p> <p><b>Year 5 objectives</b> Develop understanding in using devices to build cohesion within a paragraph.</p> <p><b>Year 6 objectives</b> Using headings and sub-headings to organise information.</p>	<p><b>Year 4 objectives</b> Nouns or pronouns to aid cohesion and avoid repetition. Develop understanding using the present perfect forms of verbs.</p> <p><b>Year 6 objectives</b> Using headings and sub-headings to organise information.</p>	<p><b>Year 6 objectives</b> Using a wider range of cohesive devices – adverbials.</p>	<p><b>Year 4 objectives</b> Paragraphs to organise ideas around a theme, with headings and sub headings.</p> <p><b>Year 5 objectives</b> Develop understanding in using devices to build cohesion within a paragraph.</p> <p><b>Year 6 objectives</b> Using headings and sub-headings to organise information.</p>	<p><b>Year 4 objectives</b> Paragraphs to organise ideas around a theme, with headings and sub headings.</p> <p><b>Year 5 objectives</b> Develop understanding in using devices to build cohesion within a paragraph.</p> <p><b>Year 6 objectives</b> Using headings and sub-headings to organise information.</p>	<p><b>Year 4 objectives</b> Paragraphs to organise ideas around a theme, with headings and sub headings.</p> <p><b>Year 5 objectives</b> Develop understanding in using devices to build cohesion within a paragraph.</p> <p><b>Year 6 objectives</b> Using headings and sub-headings to organise information.</p>
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**Grammar: Punctuation**

<p><b>Year 4 objectives</b> Apostrophes for possession (plural nouns). Use commas after fronted adverbials.</p> <p><b>Year 5 objectives</b> Commas after fronted adverbials.</p> <p><b>Year 6 objectives</b> Use commas to clarify meaning and avoid ambiguity.</p>	<p><b>Year 4 objectives</b> Inverted commas and other punctuation to indicate direct speech. - Use commas after fronted adverbials.</p> <p><b>Year 5 objectives</b> Commas after fronted adverbials.</p> <p><b>Year 6 objectives</b> Use commas to clarify meaning and avoid ambiguity.</p>	<p><b>Year 6 objectives</b> Semi-colons within detailed lists. Indicate grammatical features using the semi-colon to mark the boundary between independent clauses. Dashes and commas to indicate parenthesis.</p>	<p><b>Year 4 objectives</b> Use commas after fronted adverbials.</p> <p><b>Year 5 objectives</b> Commas for parenthesis. Use commas to clarify meaning and avoid ambiguity.</p>	<p><b>Year 4 objectives</b> Use commas after fronted adverbials.</p> <p><b>Year 6 objectives</b> Use semi-colons, and dashes to mark the boundary between independent clauses. Use commas to clarify meaning and avoid ambiguity.</p>	<p><b>Year 5 objectives</b> Use commas for clarity and to avoid ambiguity. Use of a comma after the reporting clause and use of end punctuation within inverted commas. - Indicate parenthesis using brackets.</p>
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**Terminology for Pupils**

determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points



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Cycle C – Years 4/5/6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Texts</b>					
<b>Leaf</b>	<b>Manfish</b>	<b>FaRther</b>	<b>A Story Like the Wind</b>	<b>The Ways of the Wolf</b>	<b>The Promise</b>
<b>Writing Outcome &amp; Writing Purpose</b>					
Narrative: Outsider Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Flashback Narrative Purpose: To narrate	Recount: Documentary Narrative Purpose: To narrate	Narrative: Character Narrative Purpose: To narrate
Information: Information Report Purpose: To inform	Recount: Jacques Cousteau Biography Purpose: To recount	Recount: Letter Purpose: To recount	Recount: Newspaper Report Purpose: To recount	Discussion: Balanced Argument Purpose: To discuss	Persuasion: Bargain Letter Purpose: To persuade
<b>Grammar: Word</b>					
<p><b>Year 4 objectives</b> Grammatical difference between plural and possessive -s. Develop understanding of standard English forms for verb inflections (we were instead of we was).</p> <p><b>Year 5 objectives</b> The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone. Develop understanding and use of verb prefixes.</p>	<p><b>Year 4 objectives</b> Verb inflections (we were instead of we was).</p>	<p><b>Year 4 objectives</b> Verb inflections (we were instead of we was).</p> <p><b>Year 5 objectives</b> The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone. Use verb prefixes (un-, de-, re-, over-, dis-, mis-).</p>	<p><b>Year 6 objectives</b> Understand how words are related by meaning as synonyms and antonyms. Converting nouns into verbs using suffixes. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices.</p>	<p><b>Year 5 objectives</b> The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone. Develop understanding and use of verb prefixes. Converting nouns or adjectives into verbs using suffixes.</p> <p><b>Year 6 objectives</b> The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing.</p>	<p><b>Year 5 objectives</b> Develop understanding and use of verb prefixes.</p>



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<p>Converting nouns or adjectives into verbs using suffixes.</p> <p><b>Year 6 objectives</b>          The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing.</p>				<p><b>Year 6 objectives</b>          Develop understanding of how words are related by meaning as synonyms and antonyms.          The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing.</p>	
<b>Grammar: Sentence</b>					
<p><b>Year 4 objectives</b>          Noun phrases expanded by the addition of modifying adjectives, nouns, and preposition phrases.          Expressing time and place and cause using prepositions [for example, before, after, during, in, because of].          Fronted adverbials.</p>	<p><b>Year 4 objectives</b>          Fronted adverbials.</p>	<p><b>Year 4 objectives</b>          Fronted adverbials.</p> <p><b>Year 5 objectives</b>          Indicate degrees of possibility using modal verbs.          Expanded noun phrases to convey complicated information concisely.          - Use fronted adverbials.</p>	<p><b>Year 6 objectives</b>          The difference between structures typical of informal speech and structures appropriate to formal.          Using expanded noun phrases to convey complicated information concisely.</p>	<p><b>Year 6 objectives</b>          Using expanded noun phrases to convey complicated information concisely.          Understand the difference between structures typical of informal speech and structures appropriate to formal.          Develop understanding of the passive to affect the presentation of information in a sentence.          Use the subjunctive forms in some very formal writing and speech.</p>	<p><b>Year 5 objectives</b>          Indicate degrees of possibility using modal verbs and adverbs.</p>





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Grammar: Text					
<p><b>Year 4 objectives</b> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p><b>Year 5 objectives</b> Develop understanding in using devices to build cohesion within a paragraph.</p> <p><b>Year 6 objectives</b> Use headings, sub-headings, columns, and captions to structure information.</p>	<p><b>Year 4 objectives</b> Nouns or pronouns to aid cohesion and avoid repetition. Paragraphs to organise ideas around a theme.</p> <p><b>Year 5 objectives</b> Develop understanding in using devices to build cohesion within a paragraph.</p>	<p><b>Year 4 objectives</b> Nouns or pronouns to aid cohesion and avoid repetition. Paragraphs to organise ideas around a theme.</p> <p><b>Year 5 objectives</b> Develop understanding in using devices to build cohesion within a paragraph.</p>	<p><b>Year 4 objectives</b> Paragraphs to organise ideas around a theme, with headings and sub headings.</p> <p><b>Year 5 objectives</b> Develop understanding in using devices to build cohesion within a paragraph.</p> <p><b>Year 6 objectives</b> Use headings, sub-headings, columns, and captions to structure information.</p>	<p><b>Year 6 objectives</b> Using cohesive devices, e.g. synonyms. - Accurate tense choices throughout the writing.</p>	<p><b>Year 4 objectives</b> Nouns or pronouns to aid cohesion and avoid repetition. Paragraphs to organise ideas around a theme.</p> <p><b>Year 5 objectives</b> Develop understanding in using devices to build cohesion within a paragraph.</p>
Grammar: Punctuation					
<p><b>Year 4 objectives</b> Apostrophes for possession (plural nouns). Use commas after fronted adverbials.</p> <p><b>Year 5 objectives</b> Commas after fronted adverbials.</p> <p><b>Year 6 objectives</b> Use commas to clarify meaning and avoid ambiguity.</p>	<p><b>Year 4 objectives</b> Inverted commas and other punctuation to indicate direct speech. - Use commas after fronted adverbials.</p> <p><b>Year 5 objectives</b> Commas after fronted adverbials.</p> <p><b>Year 6 objectives</b> Use commas to clarify meaning and avoid ambiguity.</p>	<p><b>Year 4 objectives</b> Inverted commas and other punctuation to indicate direct speech. - Use commas after fronted adverbials.</p> <p><b>Year 5 objectives</b> Commas, brackets, and dashes for parenthesis. Use commas after fronted adverbials.</p> <p><b>Year 6 objectives</b> Use commas to clarify meaning and avoid ambiguity.</p>	<p><b>Year 6 objectives</b> Use hyphens to join words and avoid ambiguity. Use range of punctuation taught at KS2 (Speech punctuation). Use the semi-colon as the boundary between independent clauses.</p>	<p><b>Year 6 objectives</b> Use semi-colons, colons, and dashes to mark the boundary between independent clauses. Use hyphens to avoid ambiguity. Use colons to introduce a list. Use semi-colons within lists.</p>	<p><b>Year 5 objectives</b> Commas for parenthesis.</p>



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**Terminology for Pupils**

determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points