



The Valley Primary School
Writing Skills Long Term Plan 2024-2025
Nursery-Year 6.



Class 1 (N-Y2) Writing Long Term Plan 2024-2025

Texts	Outcomes	Communication and Language	Reading	Writing	
Autumn 1 We're going to find the monster by Malorie Blackman.	Oral retell.	3- and 4-year-olds *Know many rhymes. *Use a wider range of vocabulary. *Can start a conversation with an adult or a friend.	3- and 4-year-olds *Understand the five key concepts about print: - print has meaning - print can have different purposes. - we read English text from left to right and from top to bottom. - the names of the different parts of a book. - page sequencing.	3- and 4-year-olds *Use some of their print and letter knowledge in their early writing.	
	Oral retell with some labels.	Children in reception *Engage in story times. *Understand how to listen carefully and why listening is important. *Learn new vocabulary Develop social phrases. *Engage in fiction books. *Listen carefully to rhymes paying attention to how they sound.	Children in reception *Read individual letters by saying the sounds for them. *Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.	Children in reception *Spell words by identifying the sounds and then writing the sound with letter/s. *Form lower-case letters correctly.	
	Retell/rewrite the story.	Children in KS1			
		Word Y1 – Spell words containing each of the 40+ phonemes already taught and spell common exception words. Y2 – Spell many words correctly by segmenting spoken words into phonemes and representing them by graphemes and spell common exception words.	Sentence Y1 – *Combine words to make sentences. Y2 – *Use subordination (because) and co-ordination (and). *Use expanded noun phrases to describe and specify.	Text	Punctuation Y1 – *Leave spaces between words. *Begin to use capital letters and full stops. *Use a capital letter for names of people and the personal pronoun 'I'. Y2 – Use punctuation correctly – full stops, capital letters.
Autumn 2 Festivals by Jane Bingham.	To draw a picture of a snowman and ask them to draw or mark make to represent what they need to decorate their snowman.	3- and 4-year-olds *Enjoy listening to longer stories. *Use longer sentences of four to six words. *Know many rhymes. *Use a wider range of vocabulary. *Can start a conversation with an adult or a friend.	3- and 4-year-olds *Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book	3- and 4-year-olds *Use some of their print and letter knowledge in their early writing	

			- page sequencing.	
	To draw and label a plan to build a snowman including things that they will need to decorate the snowman at the end.	Children in reception *Listen to and talk about stories to build familiarity and understanding *Understand how to listen carefully and why listening is important *Learn new vocabulary *Engage in story times *Engage in non-fiction books.	Children in reception *Read individual letters by saying the sounds for them *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences *Read a few common exception words matched to the school's phonic programme	Children in reception *Spell words by identifying the sounds and then writing the sound with letter/s. *Form lower-case letters correctly. *Re-read what they have written to check that it makes sense.
	To write a set of instructions to build a snowman.	Children in KS1		
	Word Y1 – Spell words containing each of the 40+ phonemes already taught and spell common exception words. *Use plural noun suffixes –s and –es. Y2 – *Spell many words correctly by segmenting spoken words into phonemes and representing them by graphemes and spell common exception words. *Add –ly to turn adjectives into adverbs.	Sentence Y1 – Join words using <i>and</i> Y2 – Use coordination (<i>but, or</i>)	Text Y1 – Sequence sentences (link ideas or events by pronoun)	Punctuation Y1 – *Punctuate sentences using a capital letter and a full stop. *Use capital letters for names of people and places. Y2 – *Use commas to separate items in a list.
Spring 1 A Walk in the Woods by Flora Martyn	To draw/make a seasons picture and be able to talk about what happens to the seasons over a year.	3- and 4-year-olds *Know many rhymes, be able to talk about familiar books. *Can start a conversation with an adult or a friend and continue it for many turns.	3- and 4-year-olds *Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	3- and 4-year-olds *Use some of their print and letter knowledge in their early writing. *Write some or all of their name.

To create a seasons booklet and write captions/sentences describing each season.	<p>Children in reception</p> <ul style="list-style-type: none"> *Use new vocabulary through the day. *Articulate their ideas and thoughts. *Describe events in some detail. *Listen to and talk about stories to build familiarity and understanding. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>Children in reception</p> <ul style="list-style-type: none"> *Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. *Read some letter groups that each represent one sound and say sounds for them. *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. *Read a few common exception words matched to the school's phonic programme. 	<p>Children in reception</p> <ul style="list-style-type: none"> *Form lower-case letters correctly. *Write short sentences with words with known sound letter correspondences. *Spell words by identifying the sounds and then writing the sound with letter/s. *Re-read what they have written to check that it makes sense. 	
To create an information leaflet around the four seasons using subheadings.	Children in KS1			
	Word	Sentence	Text	Punctuation
	<p>Y1 –</p> <ul style="list-style-type: none"> * Spell words containing each of the 40+ phonemes already taught and spell common exception words. *Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est. *Some accurate use of the prefix un- <p>Y2-</p> <ul style="list-style-type: none"> *Spell many words correctly by segmenting spoken words into phonemes and representing them by graphemes and spell common exception words. 	<p>Y1 –</p> <ul style="list-style-type: none"> *Join words and clauses using <i>and</i> <p>Y2 –</p> <ul style="list-style-type: none"> *Write sentences with different forms: statement, question, exclamation, command. *Use subordination (apply <i>because</i>, <i>introduce when</i>). 	<p>Y2 –</p> <ul style="list-style-type: none"> *Use present and past tenses correctly and consistently (some progressive). 	<p>Y1 –</p> <ul style="list-style-type: none"> *Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks. <p>Y2 –</p> <ul style="list-style-type: none"> *Use punctuation correctly – exclamation marks, question marks.
<p>Spring 2 Something Else by Kathryn Cave</p>	<p>3- and 4-year-olds</p> <ul style="list-style-type: none"> *Enjoy listening to longer stories and can remember much of what happens. *Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. 	<p>3- and 4-year-olds</p> <ul style="list-style-type: none"> *Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom 	<p>3- and 4-year-olds</p> <ul style="list-style-type: none"> *Use some of their print and letter knowledge in their early writing. *Write some or all of their name. 	

			<ul style="list-style-type: none"> - the names of the different parts of a book - page sequencing *Develop their phonological awareness so that they can spot and suggest rhymes. 	
	To orally retell the story and rewrite a shortened version	<p>Children in reception</p> <ul style="list-style-type: none"> *Use new vocabulary through the day Engage in story times. *Listen to and talk about stories to build familiarity and understanding. *Articulate their ideas and thoughts in well-formed sentences. *Describe events in some detail. *Use talk to help work out problems and organised thinking and activities, explain how things work and why they might happen. 	<p>Children in reception</p> <ul style="list-style-type: none"> *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. *Read some letter groups that each represent one sound and say sounds for them. *Read a few common exception words matched to the school's phonic programme. *Read simple phrases and sentences made up of simple words with known letter-sound correspondences and, where necessary, a few exception words. 	<p>Children in reception</p> <ul style="list-style-type: none"> *Write short sentences with words with known sound-letter correspondences. *Form lower-case letters correctly. *Re-read what they have written to check that it makes sense.
	To retell the story.	Children in KS1		
	Word	Sentence	Text	Punctuation
	<p>Y1</p> <ul style="list-style-type: none"> *Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est. 	<p>Y1</p> <ul style="list-style-type: none"> *Join words and clauses using <i>and</i> <p>Y2</p> <ul style="list-style-type: none"> *Use subordination (apply <i>because, when; introduce that</i>) 	<p>Y2</p> <ul style="list-style-type: none"> *Use present and past tenses correctly and consistently. *Use the progressive form of verbs in the present and past tense. 	<p>Y1</p> <ul style="list-style-type: none"> *Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <p>Y2</p> <ul style="list-style-type: none"> *Use punctuation correctly – introduce apostrophe for the possessive (singular)

Texts	Outcomes	Communication and Language	Reading	Writing
Summer 1 Clem and Crab by Fiona Lumbers	To sequence images from the story and use them to re-tell the start middle and end	3- and 4-year-olds *Understand 'why' questions *Use longer sentences of four to six words. *Use talk to organise themselves and their play. *Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. *Know many rhymes, be able to talk about familiar books and be able to tell a long story.	3- and 4-year-olds Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing *Develop their phonological awareness so that they can recognise words with the same initial sounds Engage in extended conversations about stories, learning new vocabulary.	3- and 4-year-olds *Use some of their print and letter knowledge in their early writing. *Write some letters accurately. *Write some or all of their name.
	To orally retell the story. To write a letter to another class encouraging them to put litter in the bin/take it home when they visit the beach and explain why this is important	Children in reception *Articulate their ideas and thoughts in well-formed sentences. *Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. *Re-tell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. *Connect one idea or action to another using a range of connectives. *Describe events in some detail.	Children in reception *Read some letter groups that each represent one sound and say sounds for them. *Read a few common exception words matched to the school's phonic programme. *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Children in reception *Form lower-case and capital letters correctly. *Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Re-read what they have written to check that it makes sense.

<p>To write a letter to another class encouraging them to put litter in the bin/take it home when they visit the beach and explain why this is important</p>	Children in KS1		
	Word	Sentence	Text
	<p>Y1 Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est. Change the meaning of verbs/ adjectives by adding prefix un-.</p> <p>Y2 Add -er and -est to adjectives. Use homophones and near homophones.</p>	<p>Y1 Join words and clauses using <i>and</i>.</p> <p>Y2 Use subordination (<i>if, that</i>).</p>	<p>Y1 Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Y2 Use punctuation correctly – apostrophes for contracted forms.</p>
<p>Summer 2 Romeosaurus and Juliet Rex by Mo O'Hara</p>	<p>To sequence images depicting key events in the story and use the images to retell the basic storyline</p> <p>3- and 4-year-olds *Know many rhymes, be able to talk about familiar books and be able to tell a long story. *Understand 'why' questions. *Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. *Understand a question or instruction that has two parts.</p>	<p>3- and 4-year-olds *Develop their phonological awareness, so that they can: – spot and suggest rhymes – count or clap syllables in a word – recognise words with the same initial sound, such as money and mother *Engage in extended conversations about stories, learning new vocabulary.</p>	<p>3- and 4-year-olds *Use some of their print and letter knowledge in their early writing. *Write some letters accurately..</p>

		*Use talk to organise themselves and their play.		
To rewrite the story	Children in reception *Use new vocabulary in different contexts. *Ask questions to find out more and to check they understand what has been said to them. *Connect one idea or action to another using a range of connectives. *Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Children in reception *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words. *Read a few common exception words matched to the school's phonic programme.	Children in reception *Form lower-case and capital letters correctly. *Spell words by identifying the sounds and then writing the sound with letters. *Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Re-read what they have written to check that it makes sense.	
To rewrite the story changing some details.	Children in KS1			
	Word	Sentence	Text	Punctuation
	Y1 Y2 *Add suffixes to spell longer words (e.g -ment,- ful).	Y1 *Join words and clauses using <i>and</i> . *Use simple description. Y2 *Use subordination (when, if, that, because) and co-ordination (or, and, but) *Use expanded noun phrases to describe and specify.	Y1 *Sequence sentences to form short narratives (link ideas or events by pronouns). Y2 *Use present and past tenses correctly and consistently including the progressive form.	Y1 *Use capital letter for names of people and places. *Punctuate sentences using a capital letter, full stop, question mark or exclamation mark.



Class 2 (Year 3/4) Writing Long Term Plan 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2	Coming to England by Floella Benjamin.	Nen and the Lonely Fisherman by Ian Eagleton and James Mayhew.	Counting on Katherine by Katherine Johnson.	The Fossil Girl by Catherine Brighton.	Silence Seeker by Ben Morley.	William Shakespeare Plays by Marcia Williams.
	Outcome - Recount: Letters.	Outcome – Narrative: Own version.	Outcome – Biography	Outcome - Journal	Outcome – Rewrite/retell the story.	Outcome – Play scripts.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Sentence Y3 Use prepositions to express time, place and cause. Y4 Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. Use fronted adverbials</p>	<p>Sentence Y3 Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant. Y4 Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use Standard English forms for verb inflections.</p>	<p>Sentence Y3 Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive form and the present perfect form Y4 Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. Use Standard English forms for verb inflections.</p>	<p>Sentence Y3 Build an increasing range of sentence structures Use adverbs to express time, place and cause Y4 Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</p>	<p>Sentence Y3 Use the present perfect form of verbs in contrast to the past tense. Use prepositions, conjunctions and adverbs to express time, place and cause. Use a or an according to whether the next word begins with a vowel or consonant. Y4 Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency.</p>	<p>Sentence Y3 Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form. Y4 Build a varied and rich vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently including the progressive and the present perfect forms.</p>
	<p>Text Y3 Group related ideas into paragraphs Build a varied and rich vocabulary. Y4 Organise paragraphs around a theme (to organise and sequence more</p>	<p>Text Y3 In narratives, create characters, settings and plot. Y4 Build a varied and rich vocabulary.</p>	<p>Text Y3 Build a varied and rich vocabulary. Y4 Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs).</p>	<p>Text Y3 Assess the effectiveness of own and others' writing (non-fiction) Use headings and sub-headings to aid presentation Y4 Choose nouns or pronouns appropriately for clarity and</p>	<p>Text Y3 Group related ideas into paragraphs Y4 Use paragraphs to organise information and ideas around a theme.</p>	<p>Text Y3 In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation. Y4</p>

	<p>extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>			<p>cohesion and to avoid repetition.</p>		<p>Use paragraphs to organise information and ideas around a theme.</p>
	<p>Punctuation Y3 Use inverted commas to punctuate direct speech (introduction) Y4 Use commas after fronted adverbials Re-cap: Use inverted commas for direct speech (Year 3)</p>	<p>Punctuation Y3 Use inverted commas to punctuate direct speech Y4 Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'</p>	<p>Punctuation Y3 Use inverted commas to punctuate direct speech (and to show relationship between two characters) Y4 Use and punctuate direct speech (using dialogue to show the relationship between characters).</p>	<p>Punctuation Y4 Use and punctuate direct speech Use commas after fronted adverbials</p>	<p>Punctuation Y4 Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'</p>	<p>Punctuation</p>



Class 3 (Year 5/6) Writing Long Term Plan 2024-2025



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3	Of Thee I Sing by Barack Obama.	Beowulf by Michael Morpurgo.	Kai and the Monkey King by Joe-Todd Stanton.	The Tin Forest by Helen Ward.	The Brilliant Deep by Kate Messner and Matthew Forsythe.	Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust.
	Outcome – Autobiography	Outcome – Fiction: classic fiction & Explanation.	Outcome – Recount: journalistic writing & Discussion.	Outcome – Fiction: flashback story & Information text.	Outcome – Persuasive Leaflet.	Outcome – Recount – Monologue.

Class 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Sentence</p> <p>Y6 Use expanded noun phrases to convey complicated information concisely Use passive verbs</p>	<p>Sentence</p> <p>Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility (Y5)</p>	<p>Sentence</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Y6 Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs</p>	<p>Sentence</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions Y6 Use passive verbs</p>	<p>Sentence</p> <p>Use modal verbs to indicate degrees of possibility Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</p>	<p>Sentence</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Use adverbs to indicate degrees of possibility</p> <p>Y6 Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p>
	<p>Text</p> <p>Identify the audience for and purpose of writing Organise paragraphs around a theme with a</p>	<p>Text</p> <p>Describe settings, characters and atmosphere</p>	<p>Text</p> <p>Link ideas across paragraphs using adverbials</p> <p>Y6</p>	<p>Text</p> <p>Link ideas across paragraphs using adverbials and tense choices</p>	<p>Text</p> <p>Use devices to build cohesion within a paragraph Choose the appropriate register</p>	<p>Text</p> <p>Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices</p>

<p>focus on more complex narrative structures</p> <p>Y6 Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i></p>	<p><i>Integrate dialogue to convey character and advance the action</i></p> <p>Y6 <i>Enhance meaning through selecting appropriate grammar and vocabulary</i></p>	<p><i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i></p>	<p>Y6 Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms)</p>	<p><i>Enhance meaning through selecting appropriate grammar and vocabulary</i></p> <p>Y6 Use a wider range of devices to build cohesion</p>	<p>Y6 <i>Identify the audience for and purpose of writing</i> <i>Choose the appropriate register</i></p>
<p>Punctuation Use commas after fronted adverbials (Y4) Use commas to clarify meaning or avoid ambiguity in writing Y6 Punctuate bullet points consistently</p>	<p>Punctuation Use of inverted commas and other punctuation to punctuate direct speech (Y4) Use brackets, dashes or commas to indicate parenthesis (Y5)</p>	<p>Punctuation Use commas to clarify meaning or avoid ambiguity in writing Y6 Use semi-colons to mark boundaries between independent clauses</p>	<p>Punctuation Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Y6 Use colons or dashes to mark boundaries between independent clauses</p>	<p>Punctuation Use brackets, dashes or commas to indicate parenthesis Y6 Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity</p>	<p>Punctuation Y6 Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>