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|  | **Long Term Plan Autumn** | |
| **Year 1** | **Narrative:** Stories by the same Author  ***Jill Murphy***  **Reading Stimulus:**  **Skills Developed:**  **Children will be able to write simple sentences with full stops.**  **Finger spaces**  **Basic Skills**  **Orally rehearse sentences.**  **Whatever Next**  **Peace At Last**  **Written Outcome:**  **Sentences and captions based on model**  **text with innovation of character/s and**  **setting**.  **Writing Opportunities:**  Captions  List  Speech bubbles  **Cross Curricular: Topic -Neil Armstrong simple sentences** | **Non-Fiction**  Instructions  **Reading Stimulus:**  The Gingerbread Man  **Skills Developed:**  **Children will be able to write simple sentences with full stops.**  **Finger spaces**  **Basic Skills**  **Orally rehearse sentences.**    **Written Outcome:**  To write set of instructions  for washing hands  **Writing Opportunities:**  Writing simple instructions  using bossy verbs  Sequencing sets of instructions  Instructions to make a  jam sandwich  **Cross Curricular:**  **Science /PSHE –Washing hands/brushing teeth** |
| **Year 1** | **Narrative**  Story with repeating pattern  **Reading Stimulus:**  **Skills Developed:**  **Write simple sentences that can be read by themselves and others.**  **Use punctuation to demarcate simple sentences.**  **Separate words with spaces**  We’re Going On a Bear Hunt  **Written Outcome:**  To be able to write  section of a story with a  repeating pattern.  **Writing Opportunities:**  Writing labels  Character Description  Lists  Sentences using prepositions  Story map  **Cross Curricular** | **Poetry**  **Reading Stimulus:**  **Skills Developed:**  **Write simple sentences that can be read by themselves and others.**  **Use punctuation to demarcate simple sentences.**  **Use the joining word and to link words and clauses.**  Poems on a theme  Christmas Senses Poem  **Written Outcome:**  To write a Christmas  senses poem  **Writing Opportunities:**  Writing about favourite poem  Writing sentences using  adjectives/ senses words  **Cross Curricular – Science - Senses** |
| **Year 2** | **Narrative:**  Stories with a familiar settings (School)  **Reading Stimulus:**  **Skills Developed:**  **Secure the use of full stops and capital letters exclamation marks and question marks.**  **Say, write and punctuate simple and compound sentences using the joining words and, but.**  **Use regular past tense for narratives**  There’s A Snake In My  School by David Walliams    **Written Outcome:**  Innovated narrative based  on a model.  **Writing Opportunities:**  Warning poster  Sentences to describe  story sequencing  Think, Say, Feel bubbles  **Cross Curricular:**  Neil Armstrong recount | **Non-Fiction**  **Skills Developed:**  **Use capital letters for names and places**  **To use but in a sentence for coordination**  **To begin to use the present tense for non-fiction**  **Basic skills:**  **To orally rehearse each sentence aloud before writing Y1**  **Revise use of capital letters and full stops Y2**  **Reading Stimulus:**  Postcards  Meercat Mail  **Written Outcome:**  Recount of a previous holiday  **Writing Opportunities:**  Diary entry for little wolf  **Cross Curricular** |
| **Year 2** | **Poetry**  Poems with repetitive form  **Skills Developed:**  **To identify and develop use of nouns and adjectives**  **To identify and use noun phrases and expanded noun phrases to describe**  To add the suffixes -ing -ful -ness to words  **Reading Stimulus:**  The Magic Box by Kit Wright  **Written Outcome:**  To write a poem with a  repetitive form  **Writing Opportunities:**  Season themed stanza  **Cross Curricular** | **Non -Fiction**  **Skills Developed:**  **To use questions with different forms (questions/statements0**  **Use because in a sentence for sub-ordination**  **Adding-s and es to make plural ones**  **Reading Stimulus:**  Letters to Santa  **Written Outcome:**  To write a letter  to Santa’s Elf  **Writing Opportunities:**  Description of Father  Christmas  **Cross Curricular** |
| **Year**  **Year 3** | **Narrative:**  Traditional Tales  **Reading Stimulus:**  **Skills Developed:**  **Create and develop characters for setting**  **Explore, identify and create complex sentence conjunctions**  **Basic skills: Revise word classes Y2**  **Revise use of capital letters and full stops Y2**  **The True Story of the Three Little**  **Pigs**  **Written Outcome:**  The other side of the story-  the “bad” character’s account  **Writing Opportunities:**  Interview the wolf  Character description  Storyboard of original story    **Cross-curricular:**  **Use complex sentences across the curriculum** | **Poetry:**  **Skills Developed:**  **Adjectives and verb choices**  **Imagery**  **Adverbs to describe verbs**  **Use prepositions**  **Reading Stimulus:**  **Sun poem**  **Written Outcome:**  Write a shape poem about the clouds  .  **Writing Opportunities:**  Description of the sun  and the clouds  **Cross-curricular:**  **Write a shape poem in another subject** |
| **Year 3** | **Non-fiction**  Dragons  **Skills Developed:**  **Use adverbs to start sentences with a comma.**  **Use a variety of conjunctions to extend sentences with (subordinating)**  **Begin to start sentences with subordinating conjunctions**  **Reading Stimulus:**  Model text about the Ice Dragon  **Written Outcome:**  Non-chronological report  about a new type of animal  **Writing Opportunities:**  Descriptions of dragons  and other animals  Interview an expert  Notes from text  **Cross-curricular:**  Non-chronological report on topic | **Non-fiction**  The Long Wait  **Skills Developed:**  **Adverb starters and conjunctions to extend sentences**  **Reading Stimulus:**  The Long Wait – Literacy shed video  **Written Outcome:**  Diary Entry from  the parents’ perspective  **Writing Opportunities:**  Summary of story  **Cross-curricular:**  Diary entry from someone living during the plague |
| **Year 4** | **Non-Fiction**  **Explanation**  **Skills Developed:**   * **To identify verbs, nouns and adjectives.** * **To identify syllables in different words** * **To find rhyming words** * **To identify structure of poems**   **Reading Stimulus:**  **A range of structured**  **Poems: Limericks,Haiku,**  **Kennings**  **Written Outcome:**  **To write own Kenning and Haiku**  **on topic of their choice**  **Writing Opportunities:**  **Cross Curricular**  PSHE –Haiku | **Non Chronological Text**  **Reading Stimulus:**  **Skills Developed:**   * **To use cohesion between sentences** * **To use present tense and third person throughout writing** * **To use formal style in passive voice**   **Variety of**  **non -chronological reports**  **Written Outcome:**  Report on bonfire night  **Writing Opportunities:**  Report on Halloween  **Cross Curricular Skills consolidated in topic** |
| **Year 4** | **Narrative**  Fables  **Reading Stimulus:**  **Aesops’ Fables**  **Skills Developed:**   * **To add dialogue with correct punctuation** * **To use fronted adverbials** * **To develop character using action, dialogue and description** * **To use pronouns**   **Written Outcome:**  To write own fable  **Writing Opportunities:**  **Cross Curricular**  PHSE – Using characters  from fables. |  |
| **Year 5** | **Narrative**  Legends of the British Isles  **Skills Developed:**  Children to be able to use dialogue in story.  Use of ‘ED’ sentence openers  Use of cohesion between paragraphs  **Reading Stimulus:**  Beowulf – Michael Morpurgo    **Written Outcome:**  Plan and write a legend  based on a model.  Tell the legend to  an identified audience.  **Writing Opportunities**  Character descriptions  Letter from the king to Beowulf  Creating own hero  Recount of story  Dialogue between characters  **Cross Curricular:**  **A Viking Legend – Beowulf** | ***Poetry***  *Personification*  **Reading Stimulus:**  **Skills Developed:**  **Personification**  **Metaphors**  **Similies**  A selection of personification poetry.  Goodnight Stroud  Last Night I saw the City  Breathing. (Andrew Fusek Peters)  **Written Outcome:**  **Personification Poem**  **Writing Opportunities:**  Personification about a garden  **Cross Curricular:**  ***Performance of poem*** |
| **Year 5** | **Non-Fiction**  **Persuasion**  **Skills Developed:**  **Subordinate Clauses with commas**  **Relative Clauses (embedded introduction)**  **Coordinating Conjunctions to extend sentences**  **Punctuation between nouns**  **Adverbials of time to create pace within writing.**  Explore, collect and use vocabulary typical  of formal and informal speech and writing  **Reading Stimulus:**  **https://manchester.legolanddiscoverycentre.co.uk/**  [**http://www.chesterzoo.org/**](http://www.chesterzoo.org/)  [**https://www.visitsealife.com/**](https://www.visitsealife.com/)  **blackpool**  **Written Outcome:**  To write a persuasive text about  buying the perfect garden.    **Writing Opportunities:**  Persuasion to buy a robot for  your home.  Write a letter to  Whitegates Estate Agents  **Basic skills:**  **Cross Curricular: Persuasion - Vikings - How to buy a Viking House** | ***Narrative:***  *The Christmas Truce*  **Reading Stimulus:**  The Lion, The Witch  and The Wardrobe  **Written Outcome:**  First Person Narrative  **Writing Opportunities:**  Descriptive writing of WW1 Trenches  **.**  **Basic Skills:**  **Subordinate Clauses with commas**  **Punctuation between nouns**  **Cross Curricular:** |
| **Year 6** | **Narrative**  ***Novel as a theme***  **Skills Developed:**  **Children will be able to identify the subject and object within a sentence**  **Explore and investigate active and passive voice.**  **Blend action, dialogue and description within sentences and paragraphs to** convey character and advance the action.  **Reading Stimulus:**  The Girl of Ink  and Stars    **Written Outcome:**  An adventure story.  **Writing Opportunities**  Letter to Father  Description of  Forgotten Territory  Dialogue for  action scene  Recount of text  **Cross Curricular:**  **Topic: A Viking adventure** | ***Non-Fiction***  ***Biography***  **Reading Stimulus:**  **Skills Developed:**   * **Manipulate sentences to create particular effects.** * **Use devices to build cohesion between paragraphs in recount e.g*. in the meantime, meanwhile, in due course, until then.*** * **Plan their writing by drawing on similar writing models, reading and research**   Explore, collect and use vocabulary typical  of formal and informal speech and writing  **Mae Jemmison -Fact Sheet**  **The Lego story –Literacy Shed**  **Written Outcome:**  **A biography about King Cnute.**  **Writing Opportunities:**  **Fact sheets**  **Interview script**  **Recount of a section of**  **chosen character’s life**  **Cross Curricular.**  Science – Biography Mary Anning |
| **Year**  **6** | ***Narrative : Dual Narrative***  **Skills Developed:**  Identify the subject and object of a sentence.  Manipulate sentences to create particular effects.  Investigate and collect a range of **synonyms** and **antonyms**  Explore, collect and use vocabulary typical  of formal and informal speech and writing  **Reading Stimulus:**  **The Hunted**  **Extracts from Jaws**  **Written Outcome:**  **To complete a dual narrative**  **Writing Opportunities:**  **Postcard with setting description.**  **Dialogue between characters.**  **Cross Curricular.**  Topic – Description of V.E Day celebrations using grammar objectives | ***Non Fiction : Letter***  **Reading Stimulus:**  Skills Developed:  Explore, collect and use question tags typical of informal speech and writing.  Use commas to avoid ambiguity.  Explore, collect and use vocabulary typical  of formal and informal speech and writing  **Range of Letters sent to Santa**  **Written Outcome:**  **To write a letter to a child**  **as Santa**  **Writing Opportunities:**  **Notes left to Mrs Claus and elves.**  **Fact sheet about Santa.**  **Cross Curricular**  R.E  Letter to Prime Minister describing role of a charity organisation |