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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:**CaptionsListSpeech 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 instructionsfor washing hands**Writing Opportunities:**Writing simple instructions using bossy verbsSequencing sets of instructionsInstructions 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 labelsCharacter DescriptionListsSentences using prepositionsStory 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 themeChristmas Senses Poem**Written Outcome:** To write a Christmassenses poem**Writing Opportunities:**Writing about favourite poemWriting 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 MySchool by David Walliams**Written Outcome:** Innovated narrative based on a model.**Writing Opportunities:**Warning posterSentences to describe story sequencingThink, 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:** PostcardsMeercat 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 FatherChristmas **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 wolfCharacter 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 animalsInterview an expertNotes 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 openersUse 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 descriptionsLetter from the king to BeowulfCreating own heroRecount of storyDialogue 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 typicalof 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 foryour home. Write a letter toWhitegates 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 FatherDescription of Forgotten TerritoryDialogue for action sceneRecount 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 typicalof 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 typicalof 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 typicalof 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 |