



Medlar-with-Wesham C of E Primary School



Writing Long term plan

"Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life."

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All Writing linked to Structured Time Objectives and Texts and will develop throughout the year to ensure that pupils make good levels of progress increasing in challenge to work towards achieving GLD. EYFS: Writing ELG 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. EYFS: Physical ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.					
Y1/2 Cycle A	<ul style="list-style-type: none"> • SPAG focus • Setting description • Character description • Simple retelling of a narrative 	<ul style="list-style-type: none"> • Traditional Tales • Poetry – rhythm and rhyme 	<ul style="list-style-type: none"> • Informal letters • Stories with a familiar setting 	<ul style="list-style-type: none"> • Stories set in imaginary worlds • Fables 	<ul style="list-style-type: none"> • Non-Chronological report • Shape poems and Calligrams 	<ul style="list-style-type: none"> • Instructional writing • Stories with familiar settings
Y1/2 Cycle B	<ul style="list-style-type: none"> • SPAG focus • Setting description • Character description • Fables 	<ul style="list-style-type: none"> • Simple retelling of a narrative • Informal letters 	<ul style="list-style-type: none"> • Stories from other cultures • Classic poems 	<ul style="list-style-type: none"> • Non-Chronological Report • Stories with a familiar setting 	<ul style="list-style-type: none"> • Biography • Stories based on models from reading 	<ul style="list-style-type: none"> • Stories with familiar settings • Instructional writing
Y3	<ul style="list-style-type: none"> • First person narrative descriptions • Non-chronological reports 	<ul style="list-style-type: none"> • Performance poetry from other cultures • Dialogue through narrative – Historical stories 	<ul style="list-style-type: none"> • Third person narrative – animal stories • Non-chronological reports 	<ul style="list-style-type: none"> • First person narrative descriptions • Advanced instructional writing 	<ul style="list-style-type: none"> • Third person narrative descriptions • Non-chronological reports 	<ul style="list-style-type: none"> • Formal letters to complain • Dialogue through narrative
Y4	<ul style="list-style-type: none"> • Strong start (SPAG) • Poems which explore form • First person diary entries – imaginative 	<ul style="list-style-type: none"> • Third Person adventure stories • Persuasive writing - Adverts 	<ul style="list-style-type: none"> • Stories from other cultures • Explanatory text – Digestive system 	<ul style="list-style-type: none"> • Third Person Adventure stories • Poems which explore form 	<ul style="list-style-type: none"> • News reports – The Saxons • Diary Entry - imaginative 	<ul style="list-style-type: none"> • Stories from other cultures • Critical analysis of poetry
Y5	<ul style="list-style-type: none"> • Third Person Stories Set In Another Culture • Formal Letters of Application • 	<ul style="list-style-type: none"> • Poems That Use Word Play • Dialogue in Narrative • Poems Which Explore Form 	<ul style="list-style-type: none"> • Balanced Argument • Third Person Stories Set in Another Culture • 	<ul style="list-style-type: none"> • Formal Letters of Application • Biography • Poems That Use Word Play 	<ul style="list-style-type: none"> • Dialogue un Narrative: First Person Myths and Legends • Balanced Argument 	<ul style="list-style-type: none"> • Biography • Poems Which Explore Form



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Y6	<ul style="list-style-type: none">• Autobiography• Discursive writing and speeches	<ul style="list-style-type: none">• Explanatory Texts• First Person stories with a moral	<ul style="list-style-type: none">• Poems that create images and explore vocabulary• Extended third person narrative	<ul style="list-style-type: none">• News reports• Shakespeare• 	<ul style="list-style-type: none">• Discursive Writing and speeches• Poems that create images and explore vocabulary	<ul style="list-style-type: none">• News reports• Shakespeare's Sonnets
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All teachers will have the autonomy to add in strong start lessons when required to meet the needs of the cohort.