



Progression from Y1

At the end of Y1, coming into Y2, children should be able to:

Working Towards Expected Standard:

- uses coordinating conjunctions (joining words)
- and, or, but, so
- uses question marks and exclamation marks in writing
- uses simple adjectives for description
- understands and uses the terms noun, verb and adjective.
- Use basic layout conventions in different forms of writing
- plans out loud what is going to be written
- creates simple plans to support writing
- makes simple changes to writing where appropriate
- proof-reads own writing to check for basic errors
- words with the /n/ sound spelt kn and gn at the beginning of words
- words with the /r/ sound spelt wr at the beginning of words
- words with the /j/ sound spelt as ge and dge and g
- words with the /s/ sound spelt c before e i y
- adding -ing, -ed, -er, -est, -y to words ending in e with a consonant before it
- begins to select correct GPCs in spelling forms lower case letters of the correct size relative to one another

Working at Expected Standard

- begins to use subordinating conjunctions (joining words) when, if, because, as
- begins to use past and present tense correctly
- uses commas in lists
- uses apostrophe for contraction
- understands and uses the term adverb
- begins to use adverbs in writing
- develops stamina to write at increasing length
- writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans)
- considers word choice, grammar and punctuation
- re-reads own writing to check for sense, basic errors and meaning
- reads aloud writing with appropriate intonation to make meaning clear
- words with contractions
- words ending in -le, -el, -al and -il
- adding -ies to nouns and verbs ending in y
- adding -ed, -ing, -er, -est to a root word ending in y with a consonant before it
- selects correct GPCs in spelling
- words with the suffix -ly
- uses -ly to turn adjectives into adverbs
- handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation

Working at Greater Depth

- recognises and writes (grammatically correct) different types of sentences: statements, questions, commands and exclamations
- understands and uses coordinating and subordinating conjunctions to construct and extend sentences
- uses the past and present tense correctly throughout writing inc. the progressive form
- uses capital letters for proper nouns accurately
- uses a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists,
- apostrophe for contraction and apostrophe for singular possession
- uses expanded noun phrases, adjectives and adverbs for description and specification
- writes narratives about personal experiences and those of others (real and fictional)
- writes for different purposes (including poetry)
- uses plans to support writing
- links ideas and events using strategies to create 'flow'
- evaluates the effective use of word choice, grammar and punctuation



		<ul style="list-style-type: none"> ➤ makes appropriate additions, revisions and corrections ➤ proof reads to check for errors in spelling, grammar and punctuation ➤ re-reads writing to check for correct and consistent tense ➤ evaluates writing with teachers and peers ➤ uses phonic knowledge to spell simple monosyllabic and polysyllabic words ➤ Y2 CEW / HFW ➤ spells frequently used homophones / near homophones ➤ words using the possessive apostrophe (singular nouns) ➤ adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel ➤ words with the suffixes -ment, -ness, -ful and -less ➤ words ending in -tion ➤ recognises own spelling errors and makes some attempt to correct these ➤ compound nouns ➤ words are almost always appropriately and consistently spaced in relation to the size of the letters ➤ some diagonal and horizontal strokes are used to join letters
<p>Progression from Y2 At the end of Y2, coming into Y3, children should be able to:</p>		
<p><u>Working Towards Expected Standard:</u></p> <ul style="list-style-type: none"> ➤ write sentences that are sequenced to form a short narrative (real or fictional) ➤ demarcate some sentences with capital letters and full stops 	<p><u>Working at Expected Standard</u></p> <ul style="list-style-type: none"> ➤ write simple, coherent narratives about personal experiences and those of others (real or fictional) ➤ write about real events, recording these simply and clearly 	<p><u>Working at Greater Depth</u></p> <ul style="list-style-type: none"> ➤ write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

<ul style="list-style-type: none"> ➤ segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others ➤ spell some common exception words* ➤ form lower-case letters in the correct direction, starting and finishing in the right place ➤ form lower-case letters of the correct size relative to one another in some of their writing ➤ use spacing between words 		<ul style="list-style-type: none"> ➤ demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required ➤ use present and past tense mostly correctly and consistently ➤ use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses ➤ segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others ➤ spell many common exception words* ➤ form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters ➤ use spacing between words that reflects the size of the letters. 		<ul style="list-style-type: none"> ➤ make simple additions, revisions and proof-reading corrections to their own writing ➤ use the punctuation taught at key stage 1 mostly correctly^ ➤ spell most common exception words* ➤ add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* ➤ use the diagonal and horizontal strokes needed to join some letters. 						
Week Number	Text Type and Composition Focus including links to National Curriculum	Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	‘Hot Write’ Task				
Autumn 1										
1	Stories with a familiar setting Y2 Listening and responding to texts with familiar settings and characters. Make predictions. Y3/4 listening to and discussing a wide range of fiction. identifying themes and conventions. Drawing inferences such as inferring characters’ feelings, thoughts and	Y2	Orally constructing sentences. Simple sentences using capital letters and full stops. Y3/4	Y2	Use adjectives for description. Answers questions about books that they have shared. Y3/4 Use adjectives and adverbs for description	Y2	To describe a setting using adjectives. Talks about new vocabulary. Y3/4	Y2	Funnybones by Allan Ahlberg Once There were Giants Martin Waddell Y3/4	Y2



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		<p>motives from their actions, and justifying inferences with evidence</p> <p>in narratives, creating settings, characters and plot</p>	<p>Describing using adjectives. Commas to separate adjectives. Alliteration Capital letters and full stops to demarcate sentences.</p>		<p>To describe a main character .</p> <p>To create a new character .</p>	<p>Horrid Henry by Francesca Simon.</p> <p>The abominable snowman .</p> <p>The bogey babysitter .</p>	
2	<p>Stories with a familiar setting</p>	<p>Y2 To sequence main events of a story.</p> <p>Recognises simple recurring language in poems and stories</p> <p>Y3/4 in narratives, creating settings, characters and plot</p>	<p>Y2 Orally constructing sentences.</p> <p>Simple sentences using capital letters and full stops.</p> <p>Using adjectives to describe</p>	<p>Y2 sequences short narratives orally and pictorially based on real and fictional experiences.</p> <p>Discusses word meanings, making links to known words</p> <p>Y3/4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Use <i>a</i> or <i>an</i></p>	<p>Y2 To create a new setting.</p> <p>To describe a new setting using adjectives.</p> <p>Y3/4</p>		



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

			<p>Y3/4 Using expanded noun phrases to describe a familiar setting. Using more than one adjective. Commas to separate adjectives. Using adverbs to expand a noun phrase. Using prepositions to build prepositional phrases.</p>	<p>using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Use expanded noun phrases to describe familiar settings.</p> <p>Create own familiar setting and give a description.</p>		
3	<p>Stories with a familiar setting</p>	<p>Y2 Orally constructing sentences. Simple sentences using capital letters and full stops.</p> <p>Y3/4 Alternative/additional sections/chapters</p>	<p>Y2 Uses and to join clauses</p> <p>Y3/4 Identifying and using adverbials. Select and use adverbials for given clause.</p>	<p>Y2 Using adjectives to describe a main character.</p> <p>Discusses word meanings, making links to known words</p> <p>Y3/4 Use fronted adverbials (demarcated with commas)</p>	<p>Y2 To create a new character .</p> <p>Uses adjectives to describe new</p>		



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

			Using adverbials at the beginning and end of a clause. Punctuating fronted adverbials using a comma. Building tension using adverbials.		character . Y3/4 Adding fronted adverbials to a familiar story to build tension and create impact.		
4	Stories with a familiar setting	Y2 Make predictions about what will happen next. retells key stories, fairy stories and traditional tales orally in simple sentences Joins in with predictable phrases Y3/4 Make predictions about a character. Understand and ask questions about a text. Identify how language and structure affect a text.	Y2 Orally constructing sentences. Simple sentences using capital letters and full stops. Y3/4 Compose and ask questions.	Y2 Uses and to join clauses	Y2 retells, using significant events and main points in sequence Y3/4 Starting to develop more detailed story structure		



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

					with dilemma and resolution.		
5	Stories with a familiar setting	<p>Y2</p> <p>Create a story map to plan writing.</p> <p>Create a story with a familiar setting.</p> <p>Y3/4</p> <p>Create a story map to plan writing.</p> <p>Using all skills to create story with a familiar setting.</p> <p>Edit own writing.</p>	<p>Y2</p> <p>To add adjectives to simple sentences to add detail.</p> <p>To sequence main events of a story.</p> <p>Y3/4</p> <p>Using expanded noun phrases to describe a character.</p> <p>Incorporating dialogue into a story.</p> <p>Use paragraphs effectively.</p> <p>Incorporate fronted</p>	<p>Y2</p> <p>To use capital letters and full stops.</p> <p>To use and to join clauses.</p> <p>Y3/4</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p>	<p>Y2</p> <p>Includes a simple beginning, middle and end in writing</p> <p>Discusses what they have written with the teacher or other pupils</p> <p>Y3/4</p> <p>To plan, write and edit a story with a familiar setting.</p>		<p>Y2</p> <p>To write a new version of Funnybones – changing the main character.</p> <p>Y3/4</p> <p>Create a story with a familiar setting.</p>



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

			adverbials into a story.				
6	Reports	<p>Y2 Talks about what is read to them, taking turns and listening to others. Expresses opinions based on these</p> <p>Explains understanding of what they have read</p> <p>Y3/4 retrieve and record information from non-fiction.</p> <p>in non-narrative material, using simple organisational devices</p>	<p>Y2 To write simple sentences describing a subject – types of wildlife in the UK.</p> <p>makes inferences on the basis of what is read</p> <p>Y3/4 To organise research ideas into paragraphs. Use noun phrases to write labels. Choose adjectives to make clear descriptions.</p>	<p>Y2 Begin to use exclamation marks.</p> <p>Y3/4 Begin to use paragraphs</p> <p>Use headings and sub-headings</p>	<p>Y2 Uses and to join clauses.</p> <p>Y3/4 Describing different species of rhinos and birds.</p>	<p>Y2 Carnivores, Herbivores, Omnivores</p> <p>s Foxton Primary Science</p> <p>Y3/4 Last by Nicola Davies.</p>	
7	Reports	<p>Y2 Finds and retrieves literal information</p> <p>distinguishes between fact and fiction</p>	<p>Y2 Uses adjectives to describe.</p>	<p>Y2 Use capital letters and full stops</p>	<p>Y2 Uses and to join clauses</p>	<p>Y2 Y3/4</p>	<p>Y3/4 Write a report on an</p>



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		<p>Shows some awareness of text features Y3/4 Use information from a non-fiction text.</p> <p>Write careful descriptions about appearances.</p>	<p>Describe animal.</p> <p>Discusses word meanings, making links to known words. Y3/4 Using paragraphs in non-fiction. Create paragraphs organised around a theme.</p>	<p>Uses adjectives to write descriptive sentences. Y3/4 Begin to use paragraphs</p> <p>Use headings and sub-headings</p> <p>Use prepositions - <i>before, after, during, in, because of</i></p>	<p>Y3/4 Writing a report.</p>	<p>Red Alert! By Catherine Barr</p>	<p>endangered animal.</p>
8	Reports	<p>Y2</p> <p>Shows some awareness of text features</p> <p>Plan report on British Wildlife animal.</p> <p>Y3/4 Articulate, and justify opinions, arguments and answers.</p>	<p>Y2</p> <p>Research chosen animal and write notes – diet, habitat and appearance.</p> <p>Y3/4 Writing notes in clear</p>	<p>Y2</p> <p>Write descriptive sentences using adjectives.</p> <p>Y3/4 Use a wide range of conjunctions (and begin to understand subordinate clauses)</p>	<p>Y2</p> <p>Write report on chosen wildlife animal.</p> <p>writes short narratives based on real and</p>		<p>Y2</p> <p>To write a report on a British Wildlife animal</p> <p>Y3/4 Writing a campaign letter.</p>



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

Week Number	Text Type and Composition Focus including links to National Curriculum		Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	'Hot Write' Task
			sentences, paragraphs. Link sentences using conjunctions.		fictional experiences Y3/4 Writing a campaign letter.		
Autumn 2							
1	Poems-compos e and perform .	<p>Y2 Share poems with the children and discuss. Identify features of the poems. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Compose a sentence orally before writing it. Identify and compose rhymes.</p> <p>Y3/4 Share chosen text and identify features. Read and discuss a range of performance poems, identifying distinctive features such as rhyme, rhythm, alliteration and use of oral language when performing.</p>	<p>Y2 Use capital letters and full stops to create sentences that make sense when writing a rhyming couplets.</p> <p>Use question marks and exclamation marks</p> <p>Use adjectives to describe a</p>	<p>Y2 Use capital letters and full stops. Use question marks and exclamation marks. Use adjectives and adverbs for description.</p> <p>Y3/4 Use similes to describe.</p>	<p>Y2 To continue a poem.</p> <p>Y3/4 To construct a poem in a similar style with a</p>	<p>Y2 The Pobble Who Has No Toes The owl and the pussycat.</p> <p>Y3/4 Poems to perform: A Classic Collection chosen by Julia Donaldson</p>	<p>Y2 To write a rhyming couplet.</p>



			<p>new character.</p> <p>Y3/4</p> <p>Select a poem with a distinctive pattern and identify features.</p> <p>Use adjectives and adverbs for description.</p>		different focus.		
2	Poems-compos e and perform .	<p>Y2</p> <p>Draw on what they know and on background information, checking that the text makes sense.</p> <p>Y3/4</p> <p>Identify features.</p> <p>Identify Alliteration and explore language choices. How does these choices engage the reader?</p>	<p>Y2</p> <p>Distinguish between nouns and adjectives. use effective adjectives to talk and write descriptively about 'nonsense' creatures.</p> <p>Y3/4</p>	<p>Y2</p> <p>Recognising nouns and adjectives; expanded noun phrases to describe and specify.</p> <p>Use expanded noun phrases.</p> <p>Y3/4</p> <p>Explore the use of personification in poetry. Use personification to describe.</p>	<p>Y2</p> <p>Write a sequel to the owl and the pussycat to perform to other children in school.</p> <p>Y3/4</p>	<p>Y2</p> <p>The Quangle Wangle's Hat by Helen Oxenbury</p> <p>The Dong with the Luminous Nose</p> <p>Y3/4</p>	<p>Y2</p> <p>Write a sequel to the owl and the pussycat.</p> <p>Y3/4</p> <p>To write a poem using key features</p>



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

			<p>Identify key features.</p> <p>Explore onomatopoeia.</p>		<p>Children work in groups to plan, draft, edit, perform and review performances</p>	<p>I've got a poem for you- John Foster</p> <p>Snow (Walter de la Mare)</p> <p>Walter de la Mare & Carolina Rabei</p>	<p>and to perform to others.</p>
3	Recount	<p>Y2</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Children to retell events using character cards.</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Y3/4</p> <p>Identify key features of newspaper and magazine articles.</p> <p>Headlines and Sub-headings- purpose and use.</p>	<p>Y2</p> <p>Use time connectives to order events.</p> <p>Y3/4</p> <p>Use inverted commas for direct speech</p>	<p>Y2</p> <p>Use capital letters and full stops.</p> <p>Use past and present tense correctly</p> <p>Y3/4</p> <p>Use questions and hot-seat characters.</p> <p>Use answers as quotes in report.</p>	<p>Y2</p> <p>Writing to tell someone of events that have occurred.</p> <p>Y3/4</p> <p>Use apostrophes for singular possession</p> <p>Begin to use apostrophes for</p>	<p>Y2</p> <p>Maisie's Dragon by Philippa Danvers Dogger by Shirley Hughes</p> <p>Y3/4</p> <p>The Night I met Father Christmas Ben</p>	<p>Y2</p> <p>Write a recount.</p> <p>Y3/4</p> <p>To write a recount about Christmas</p>



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Rotation: A

					plural possession	Miller & Daniela Jaglenka Terrazzin	
4	Recount	<p>Y2 Develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Compare the recounts. Look for similarities and differences.</p> <p>Y3/4</p> <p>Use pronouns to avoid repetition</p>	<p>Y2 Identify sentence types. Look at sentences and discuss if it could be made into two. The word and often joins clauses.</p> <p>Join sentences with coordinating conjunctions.</p> <p>Choose coordinating conjunctions so that sentences make sense.</p>	<p>Y2 To use: co-ordination conjunctions (using or, and, or but)</p> <p>To use: subordination conjunctions (using if, when, because, that)</p> <p>Y3/4</p> <p>Use adverbs – then, next, soon, therefore</p>	<p>Y2 To describe Lily's bedroom .</p> <p>Y3/4</p> <p>Sequence events using adverbs.</p>	<p>Y2 I Love You, Blue Kangaroo ! by Emma Chichester Clark Maisie's Dragon by Philippa Danvers</p> <p>Y3/4</p> <p>A Boy Called Christmas Matt Haig & Chris Mould</p>	<p>Y2 Write sentences using coordinating and subordinating conjunctions.</p>



			<p>Identify subordinate clauses.</p> <p>Y3/4 Use a wide range of conjunctions (and begin to understand subordinate clauses)</p>				
5	Recount	<p>Y2 Explore events from The Dragon Machine. Sequence and retell events. Use a diagram to show recount. Record new vocabulary and phrases. Group reading and comprehension.</p> <p>Y3/4 Use prepositions - before, after, during, in, because of Use present perfect verb form</p>	<p>Y2 Predict what might happen on the basis of what has been read so far</p> <p>Y3/4 Begin to use paragraphs</p>	<p>Y2 Y3/4 Use of adjectives and adverbs to describe a character. Use of expanded noun phrases</p>	<p>Y2 Create and record ideas for an imaginary recount.</p> <p>Y3/4 Use of descriptive language to describe a setting.</p>	<p>Y2 The Dragon Machine by Helen Ward.</p> <p>Y3/4 Leah's Star Margaret Bateson-Hill & Karin Littlewood</p>	Y2
6	Recount	<p>Y2 Read and retell the story.</p>	Y2	Y2	Y2	Y2	Y2



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Rotation: A

		<p>Discuss and talk about the story.</p> <p>Make predictions about the story.</p> <p>Y3/4</p> <p>uses a range of planning strategies and tools</p> <p>Becomes more aware of the audience and purpose of different types of writing</p> <p>Discusses and records ideas</p>	<p>Sort sentences into past and present progressive.</p> <p>Write in the present progressive form. What is happening?</p> <p>Write sentences in the past progressive form. What was the boy doing?</p> <p>Y3/4</p> <p>uses a range of punctuation accurately and effectively - full stops, question marks, exclamation marks,</p>	<p>Use past and present tense correctly, including progressive form</p> <p>Y3/4</p> <p>uses texts similar to those that they are planning to write, to understand and learn from its structure</p>	<p>To write about what is happening in each illustration.</p>	<p>The Velveteen Rabbit, by Margery Williams</p> <p>Y3/4</p> <p>The Christmas Promise Alison Mitchell & Catalina Echeverri</p>	<p>Y3/4</p>
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			commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech				
7	Recount	<p>Y2 Write narratives about personal experiences and those of others (real and fictional)</p> <p>Work with a partner to ask and answer recount questions.</p> <p>Record ideas in both writing and diagrams.</p> <p>Gain, maintain and monitor the interest of the listener.</p> <p>Y3/4</p> <p>Hot seat characters from the story to develop quotes to use in the newspaper article.</p>	<p>Y2 Children to use skills they have acquired during this genre.</p> <p>Y3/4</p> <p>Creates a plan for Newspaper article</p>	<p>Y2 Use capital letters and full stops Use co-ordinating conjunctions (<i>and, or, but, so</i>) Use subordinating conjunctions (<i>when, if, because, as</i>) Use past and present tense correctly, including progressive form</p> <p>Y3/4</p> <p>Structures and organises writing with a beginning, middle and end across a range of text types</p>	<p>Y2 Children become authors and compile a book of recounts.</p> <p>Y3/4</p> <p>Writes a newspaper report about the Nativity Story.</p>	<p>Y2 Maisie's Dragon by Philippa Danvers</p>	<p>Y2 Children to write a recount of something that's happened, where they have been or about something they have lost.</p> <p>Y3/4</p> <p>To write a newspaper report about</p>



Week Number	Text Type and Composition Focus including links to National Curriculum		Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	'Hot Write' Task
Spring 1							
1	Instructions	<p>Y2 Identify features of instructions.</p> <p>Y3/4 Read and discuss texts. Analyse texts for themes and conventions.</p> <p>Identify features of instructional writing.</p>	<p>Y2 Noun phrases which inform.</p> <p>Y3/4 Identifying and using imperative verbs.</p> <p>Organise texts into paragraphs.</p> <p>Use headings and subheadings.</p>	<p>Y2 Adverbials to sequence instructions.</p> <p>Y3/4 Begin to use paragraphs</p> <p>Use headings and sub-headings</p>	<p>Y2 Co-ordinating conjunctions to link ideas.</p> <p>Y3/4 Instructing others on how to keep healthy.</p>	<p>Y2 How to babysit a grandma by Jean Reegan</p> <p>Y3/4 How to make healthy pitta pockets.</p> <p>How to confuse your taste buds.</p>	<p>Y2 Writing a set of instructions</p> <p>Y3/4 Writing a set of instructions</p>
2	Instructions	<p>Y2 Types of sentences- focus on commands and use of imperative verbs.</p> <p>Y3/4</p>	<p>Y2 Use commas to separate items in a list.</p> <p>Y3/4 Identify when an</p>	<p>Y2 Orally give instructions – what do you notice. Importance of giving clear instructions.</p> <p>Y3/4</p>	<p>Y2 Sequence and write a set of instructions.</p> <p>Y3/4</p>	<p>Y3/4 Horrible Histories – Terry Deary</p>	<p>Y3/4 Writing a set of instructions</p>



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		<p>Writing instructions using both practical activities and notional activities</p> <p>Beginning to include organisational devices to aid the reader</p> <p>Writing instructions for more complex procedures where additional information supports the reader effectively</p> <p>Selecting vocabulary for clarity</p> <p>Editing and refining instructions to ensure clarity</p>	<p>apostrophe is singular or plural.</p> <p>Insert missing possessive apostrophes.</p> <p>Use singular and possessive apostrophes</p> <p>Use commas in lists to separate items.</p> <p>Write a list with extended noun phrases, punctuated with commas.</p>	<p>Use apostrophes for singular possession</p> <p>Begin to use apostrophes for plural possession</p> <p>Use fronted adverbials (demarcated with commas)</p> <p>Use subordinate clauses correctly punctuated with commas</p>	<p>Instructing others to make a cure for a terrible illness.</p>		
3	Narrative – imaginary worlds	<p>Y2</p> <p>Use adjectives and adverbs for description</p> <p>Identify main characters.</p> <p>Character description.</p> <p>Y3/4</p>	<p>Y2</p> <p>Use expanded noun phrases</p> <p>Explore characters.</p> <p>Create a new character.</p>	<p>Y2</p> <p>Hot seat a character.</p>	<p>Y2</p> <p>Settings – identify different settings and use adjectives and adverbs</p>	<p>Y2</p> <p>Dragon’s Child by Jenny Nimmo</p> <p>Y3/4</p> <p>How to train your</p>	<p>Y3/4</p> <p>Character profile.</p>



Writing Long Term Plan

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Rotation: A

		<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Evaluate the impact of the text, explaining own opinions.</p> <p>Drawing inferences from characters feelings, thoughts and actions.</p> <p>Produce a character profile.</p>	<p>Y3/4 Discuss vocabulary and find meanings for unfamiliar words.</p> <p>Using inverted commas to show quotation.</p>		<p>to describe.</p> <p>Y3/4 Creating a character profile for Snotlout to show why and how characters are memorable.</p>	<p>dragon – Cressida Cowell.</p>	
4	<p>Narrative – imaginary worlds</p>	<p>Y2 Predict what might happen on the basis of what has been read so far</p> <p>Y3/4 Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Predict what might happen from details stated and implied.</p>	<p>Y2 Write statements, questions, commands and exclamations</p> <p>Y3/4 Using pronouns for clarity and cohesion.</p> <p>Using pronouns to</p>	<p>Y2 Use question marks and exclamation marks</p> <p>Y3/4 Use apostrophes for singular and plural possession</p> <p>Use pronouns to aid cohesion.</p>	<p>Y2 Use coordinating conjunctions to link two main ideas.</p> <p>Y3/4 Toothless is causing chaos – create a wanted</p>	<p>Y2 The Dragon Sitter by Josh Lacey</p> <p>Y3/4 Tell me a dragon – Jacki Morris</p>	<p>Y3/4 Wanted poster</p>



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

			<p>avoid repetition.</p> <p>Identifying personal and possessive nouns.</p>		<p>poster so the locals know his crimes and description.</p>	
5	<p>Narrative – Imaginary worlds</p>	<p>Y2 Sequence and order story Y3/4 Role playing scenes and participating actively in collaborative conversations.</p>	<p>Y2 Use a story mountain to plan a story in an imaginary world. Y3/4 Punctuating direct speech.</p> <p>Using inverted commas.</p> <p>Using commas to separate speech and reporting clauses.</p> <p>Starting a new line to show a change of speaker.</p>	<p>Y2 Write a new version of the story changing the setting Y3/4 Punctuate direct speech, using commas after reporting clause and new speaker, new line</p>		<p>Y3/4 Writing a scene from their story, using skills acquired.</p>



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

6	Persuasive writing	<p>Y2 Identify key features and compare examples. Y3/4 Researching zoos and considering points of views.</p>	<p>Y2 Use capital letters and full stops Use question marks and exclamation marks</p>	<p>Y2 Use capital letters for proper nouns</p>	<p>Y2 Use apostrophes for contraction and for singular possessive <u>n</u> Y3/4 Writing to persuade a zoo keeper to enhance the conditions of the zoo.</p>	<p>Y2 Charlie and the Chocolate Factory Y3/4 Zoo by Anthony Browne</p>	<p>Y2 Design an advert for a new chocolate bar Y3/4 Expressing a point of view in a letter.</p>
7	Persuasive writing	<p>Y2 Look at adverts and persuasive language, Y3/4 Identifying points of view being argued in a text. Arguing for a standpoint based on own experiences and opinions</p>	<p>Y2 Use expanded noun phrases Use adjectives and adverbs for description Use senses to describe different chocolate bars Y3/4</p>	<p>Y2 Create an advert for a new chocolate bar Y3/4 Use fronted adverbials (demarcated with commas) Use subordinate clauses correctly punctuated with commas</p>	<p>Y3/4 Describing an encounter with a troublesome animal as a reason to close zoos.</p>	<p>Y2 Charlie and the Chocolate Factory Y3/4 Zoo by Anthony Browne</p>	<p>Y2 Design an advert for a new chocolate bar Y3/4 Writing a persuasive text.</p>



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

		Using simple techniques of persuasion – e.g. <i>emotive language and use of hyperbole</i>	Identifying adverbials. Punctuating fronted adverbials with a comma. Using adverbials to add extra information. Selecting adverbials for impact. Writing descriptive sentences using adverbials.				
Week Number	Text Type and Composition Focus including links to National Curriculum		Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	'Hot Write' Task
Spring 2							
1	Poems – shape poems and calligrams.	Y2 Display example calligrams and discuss. Children choose favourite calligrams and give reasons for their choices.	Y2 Use a range of features to expand meaning. Using adjectives,	Y2 Use expanded noun phrases Use adjectives and adverbs for description Y3/4	Y2 To create a simple calligram to make people see	Y2 Apes to Zebras: an A-Z of Shape Poems by Liz	Y2 To create a simple calligram.



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

		<p>Look at and analyse the descriptive language in the poems.</p> <p>Y3/4</p> <p>Look at examples of calligrams and identify features.</p> <p>Watch Bembo's Zoo https://www.youtube.com/watch?v=-pmEph902N8w to see animations of different animal calligrams. Discuss how the words are used to create the shape of the animals.</p>	<p>noun phrases, alliteration to enhance poems.</p> <p>Y3/4</p> <p>Share examples of shape poems and discuss features.</p> <p>Use of adjectives and similes for description.</p>	<p>Identify language used in the poems- onomatopoeia, descriptive language, alliteration.</p>	<p>things in a new way.</p> <p>Y3/4</p> <p>To create a shape poem.</p>	<p>Brownlee, Sue Hardy-Dawson and Roger Stevens</p> <p>Y3/4</p> <p>What shape is a poem by Paul Cookson Doodle Dandles: Poems that take shape by J. Patrick Lewis</p>	
2	<p>Y2</p> <p>Traditional tales from other cultures.</p> <p>Stories from other cultures.</p>	<p>Y2</p> <p>Emphasis on story telling orally (without a book). Explore characters. Make inferences on the basis of what is being said and done Make predictions. Sort events into chronological order. Create a story map to retell story. Discuss similarities and differences.</p>	<p>Y2</p> <p>Extending sentences using coordinating conjunctions. Why not me?</p> <p>Understand how we add detail to a</p>	<p>Y2</p> <p>Use capital letters and full stops Use co-ordinating conjunctions (<i>and, or, but, so</i>) Use subordinating conjunctions (<i>when, if, because, as</i>)</p> <p>Y3/4</p> <p>Organise writing into paragraphs.</p>	<p>Y2</p> <p>Alternative ending.</p> <p>Y3/4</p> <p>Write a setting descriptions using the 5</p>	<p>Y2</p> <p>Baby Yaga Hansel and Gretel</p> <p>Y3/4</p> <p>Mufaro's Beautiful</p>	<p>Y2</p> <p>To create an alternative ending for Hansel and Gretel.</p>



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

	<p>Y3/4</p> <p>Stories from other cultures</p>	<p>Y3/4</p> <p>Watch the 'Ride of passage' on Literacy Shed. Discuss the story-setting, characters, meaning behind the story.</p> <p>Introduce the texts and make inference about what it is about.</p>	<p>sentence by adding a subordinate clause</p> <p>Y3/4</p> <p>Show passage of time and to order events using conjunctives and adverbial phrases</p>		<p>senses to describe. Use expanded noun phrases (with adjectives and prepositional noun phrases). Organise writing into paragraphs.</p>	<p>Daughters by John Steptoe</p>	
3	<p>Y2</p> <p>Traditional tales from other cultures.</p> <p>Stories from other cultures.</p> <p>Y3/4</p>	<p>Y2</p> <p>Look carefully at and discuss illustrations.</p> <p>Imagine a character's thoughts throughout the story.</p> <p>Y3/4</p> <p>use pronouns and possessive apostrophes.</p>	<p>Y2</p> <p>Identify different types of sentences and use each in own writing.</p> <p>Explain what a statement/question is.</p> <p>Write own.</p>	<p>Y2</p> <p>Write statements, questions, commands and exclamations</p> <p>Y3/4</p> <p>Punctuate direct speech using inverted commas.</p>	<p>Y2</p> <p>To write about the house.</p> <p>Y3/4</p> <p>Hot seat the character.</p> <p>Use the motive language</p>	<p>Y2</p> <p>Baby Yaga Hansel and Gretel</p> <p>Y3/4</p> <p>Grandpa Chatterji by Jamila Gavin</p> <p>Gregory Coll by</p>	<p>Y2</p> <p>Y3/4</p> <p>To write a character description</p>



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

	Stories from other cultures		Identify commands and write own commands. Y3/4 Use subordinate clauses, correctly punctuated with commas		to describe how the character is feeling	Caroline Binch	
4	Y2 Traditional tales from other cultures. Stories from other cultures. Y3/4 Stories from other cultures	Y2 Create story pegs/maps for own traditional tale. Use story-telling techniques to keep readers' interest. Orally tell story to others. Draft and edit own traditional tale. Y3/4 Act out the story in groups. Vary sentence openers	Y2 Use skills acquired in this genre to create own traditional tale. Y3/4 Use a story mountain to plan and organise own version of the story.	Y2 Write statements, questions, commands and exclamations Use capital letters and full stops Use co-ordinating conjunctions (<i>and, or, but, so</i>) Use subordinating conjunctions (<i>when, if, because, as</i>) Y3/4 Develop own success criteria. Write own version of a traditional tale,	Y2 Write own traditional tale that they can pass on orally to others. Y3/4 Edit and redraft story.	Y2 Y3/4 The Village by the Sea Anita Desai	Y2 Create own traditional tale. Y3/4 To write a traditional tale.



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

5	Report	<p>Y2 Identifying the differences between fact and fiction. Read short texts and recall appropriate facts. Collect facts and write notes from a non-fiction text.</p> <p>Y3/4 Identify text features. Ask questions to improve my understanding of a text. I can draw inferences and justify them. Use question marks accurately.</p>	<p>Y2 Identify common and proper nouns.</p> <p>Identify adjectives and adverbs and propose to use in own writing.</p> <p>Y3/4 Use bullet points to structure ideas</p>	<p>Y2 Use capital letters for people, places and days of the week</p> <p>Use adjectives and adverbs for description</p> <p>Y3/4 Use apostrophes for singular and plural possession</p>	<p>Y2 Plan to write a description of a dinosaur using adjectives, adverbs and descriptive phrases</p> <p>Y3/4 Use adverbs – then, next, soon, therefore Use prepositions - before, after, during, in, because of</p>	<p>Y2 Harry and the Bucketful of Dinosaurs by Ian Whybrow and Adrian Reynolds</p> <p>Y3/4 Texts: The National Geographic Kids magazine s- how it works? Flotsam David Weisner</p>	Y2



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

6	Report	<p>Y2 Be introduced to non-fiction books that are structured in different ways; Check that a text makes sense to them as they read, and correct inaccurate reading. Write for different purposes; Encapsulate what they want to say, sentence by sentence.</p> <p>Y3/4 Use a wide and varied vocabulary and demonstrate my range of sentence structures.</p>	<p>Y2 Create labels for images in texts. Use expanded noun phrases in labels. Use alliteration, question marks or exclamation marks in a title. Compose a series of sentences based around a theme.</p> <p>Y3/4 Organise paragraphs around a theme. Use simple organisational devices</p>	<p>Y2 Use expanded noun phrases Use adjectives and adverbs for description Write statements, questions, commands and exclamations</p> <p>Y3/4 Use fronted adverbials to clarify verbs</p>	<p>Y2 Create a class non-fiction book. Y3/4 Create a magazine article</p>	<p>Y2 The Dorling Kindersley First Dinosaur Encyclopaedia</p>	<p>Y2 To write a description of a dinosaur using adjectives, adverbs and descriptive phrases</p> <p>Y3/4 To write a magazine article on a significant individual.</p>
Week Number	Text Type and Composition Focus including links to National Curriculum		Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	'Hot Write' Task
Summer 1							



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

1	Narrative - myths	<p>Y2 Explore the text and make inferences about characters and the plot. Use capital letters for proper nouns</p> <p>Y3/4 Researching merfolk and selkies. Retrieve and record information from non-fiction; Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>	<p>Y2 Use capital letters and full stops Use question marks and exclamation marks</p> <p>Y3/4 Using different sentence types for flow. Using conjunctions for cohesion.</p>	<p>Y2 Use commas for lists. Use adjectives and adverbs to describe a character.</p> <p>Y3/4 Use a wider range of conjunctions in an increasing range of sentence structures</p>	<p>Y2 Use apostrophes for contraction and for singular possession</p> <p>Y3/4 To compare stories by different authors. Writing a letter to advise.</p>	<p>Y2 Magical Myths and legends Michael Morpurgo The Egg M.P. Robertson Y3/4 Selkie by Gillian McClure Can You Catch a Mermaid ? by Jane Ray</p>	<p>Y2 To create a wanted poster</p> <p>Y3/4 To write a letter to a character in a story.</p>
2	Narrative - myths	<p>Y2 Use co-ordinating conjunctions (and, or, but, so)</p> <p>Y3/4 Making inferences about characters from their speech.</p>	<p>Y2 Use subordinating conjunctions (when, if, because, as)</p> <p>Y3/4</p>	<p>Y2 Use expanded noun phrases</p> <p>Y3/4 Punctuate direct speech, using commas after reporting clause and new speaker, new line</p>	<p>Y3/4 To develop a new character Y3/4 To write a conversation</p>	<p>Y2 Magical Myths and legends Michael Morpurgo</p>	<p>Y3/4 To write a dialogue between two characters/multiple characters.</p>



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

		Identifying how authors make characters sound different to one another.	Using and punctuating direct speech. Finding alternatives for said – synonyms.		tion between Freya and Eliza.	Y3/4 Can you catch a mermaid ? by Jane Ray	
3	Narrative - myths	Y2 Act out the story. Explore the story setting. Y3/4 Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; Discuss and record ideas Invent a main character. Write dialogue for characters and create paragraph plans. Draft, write and evaluate own writing. Edit own writing.	Y2 Plan a new story, changing the problem. Y3/4 Use and punctuate direct speech Write dialogue for characters and create paragraph plans.	Y2 Plan and organise a myth. Y3/4 Punctuate direct speech, using commas after reporting clause and new speaker, new line Use apostrophes for singular and plural possession Use fronted adverbials (demarcated with commas) Use subordinate clauses, correctly punctuated with commas	Y2 Children to write their own myths Y3/4 To share their myth with children in their class – other group.		Y3/4 To write a new myth using skills from previous weeks.
4	Narrative –	Y2	Y2	Y2	Y2	Y2	Y2



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

	Historical setting	<p>Watch 'The Dragon Slayer' on literacy shed and explore plot and setting</p> <p>Y3/4</p> <p>Read and discuss extracts. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Find evidence about the period the story is set in.</p> <p>Explore characters' points of view through role play.</p>	<p>Use noun phrases and prepositional phrases to describe a setting.</p> <p>Y3/4</p> <p>Exploring the spelling rule for adding -ly when changing an adjective into an adverb.</p> <p>Understanding and using the idea of third and first person.</p>	<p>Use past and present tense correctly, including progressive form</p> <p>Y3/4</p> <p>To use adverbs and adverbials.</p>	<p>To write a job advert for a Knight</p> <p>Y3/4</p> <p>Writing a letter to Millie from Bertie.</p>	<p>Knight in training</p> <p>Vivian French and David Melling</p> <p>Y3/4</p> <p>The butterfly Lion by Michael Morpurgo</p>	<p>To write a job advert for a knight</p> <p>Y3/4</p> <p>To write a letter in role.</p>
5	Narrative – Historical setting	<p>Y2</p> <p>Write statements, questions, commands and exclamations</p> <p>Y3/4</p> <p>Write alternative/additional sections or chapters.</p> <p>Developing character (including feelings, behaviour and relationships)</p> <p>Using dialogue to develop character</p>	<p>Y2</p> <p>To plan own knight adventure story</p> <p>Y3/4</p> <p>Use connectives to show a change in time or place.</p>	<p>Y2</p> <p>To write own story with a historical setting</p> <p>Y3/4</p> <p>Punctuate direct speech, using commas after reporting clause and new speaker, new line</p> <p>Use a wider range of conjunctions in an increasing range of sentence structures</p>	<p>Y2</p> <p>To edit and evaluate writing.</p> <p>Y3/4</p> <p>To create writing to display.</p>	<p>Y2</p> <p>Knight in training</p> <p>Vivian French and David Melling</p> <p>Y3/4</p> <p>The butterfly Lion by Michael</p>	<p>Y3/4</p> <p>Writing a new chapter of the Butterfly Lion.</p>



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

			Include dialogue to bring writing to life, adds characterisation, move the action on.			Morpurg o	
Week Number	Text Type and Composition Focus including links to National Curriculum		Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	'Hot Write' Task
Summer 2							
1	Narrative – Fantasy story	<p>Y2 Write for different purposes. Consider what to write by: a. planning/saying out loud what they are going to write about, (b) writing down ideas and key vocabulary. Answer and ask questions. Explain and discuss their understanding of stories Imagine and create descriptions of characters from oral stories.</p> <p>Y3/4 Make inferences about characters' feelings, thoughts and motives from their actions, using evidence to justify these.</p>	<p>Y2 Identify and use sentences of different types: statements, commands, exclamations and questions.</p> <p>Y3/4 write in character, thinking about their feelings, thoughts and motives</p>	<p>Y2 Use adjectives and adverbs for description Write statements, questions, commands and exclamations</p> <p>Y3/4 Use fronted adverbials to improve my sentences</p>	<p>Y2 To write a character profile.</p> <p>Y3/4 Use a dictionary and or a thesaurus in order to extend and improve my vocabulary</p>	<p>Y2 The Bear and the Piano by David Litchfield The Little Story Who Didn't Want to be Told by Wilf Merrittins.</p> <p>Y3/4 The Fireworker Maker's daughter Philip Pullman</p>	Y2



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

2	Narrative – Fantasy story	<p>Y2</p> <p>Use relevant strategies to build their vocabulary. Ask and answer questions to extend their understanding and knowledge.</p> <p>Discussing sequence of events and how things are related. Participating in discussion about stories read to them.</p>	<p>Y2</p> <p>Recognise and, so and but as coordinating conjunctions and use them in writing.</p> <p>Understand how we add detail to a sentence by adding a subordinate clause.</p> <p>Identify and use conjunctions: when, if, because, that, to add information to a sentence.</p>	<p>Y2</p> <p>Use co-ordinating conjunctions (<i>and, or, but, so</i>)</p> <p>Use subordinating conjunctions (<i>when, if, because, as</i>)</p>	<p>Y2</p> <p>To write the end of the story.</p>	<p>Y2</p> <p>The Little Story Who Didn't Want to be Told by Wilf Merrittins.</p>	Y2
3	Narrative – Fantasy story	<p>Y2</p> <p>Understand books read to them by: predicting what might happen on the basis of what has been read so far.</p> <p>Use spoken language to speculate, hypothesise, imagine & explore ideas.</p>	<p>Y2</p> <p>Use correct sentence punctuation: capital letters, full stops and</p>	<p>Y2</p> <p>Use capital letters and full stops</p> <p>Use question marks and exclamation marks</p> <p>Y3/4</p>	<p>Y2</p> <p>To create a similar story.</p> <p>Y3/4</p> <p>Punctuate direct</p>	<p>Y2</p> <p>The Flat Rabbit by Bardur Oskarsson</p> <p>The Bear and the</p>	Y2



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

		<p>Make inferences on the basis of what is being said and done.</p> <p>Y3/4 Use a wider range of conjunctions in an increasing range of sentence structures</p>	<p>question marks.</p> <p>Work out the meaning of new vocabulary from their context.</p> <p>Y3/4 use rich and varied vocabulary in order to describe the Grotto of the Fire-Fiend.</p>	<p>Watch http://www.bbc.co.uk/programmes/p011p02j</p> <p>Use expanded noun phrases (with adjectives and prepositional phrases) to describe</p>	<p>speech, using commas after reporting clause and new speaker, new line</p>	<p>Piano by David Litchfield Y3/4 The Fireworker Maker's daughter Philip Pullman</p>	
4	Narrative – Fantasy story	<p>Y2 Express opinions about a story and justify with reasons. Create an animal character. Create a fantasy setting. Plan, write and edit own story.</p> <p>Y3/4 To organise paragraphs around a theme.</p>	<p>Y2 Identify verbs in sentences. Identify the verb as past or present. Use past and present tense correctly. Use appropriate sentence punctuation, including capital</p>	<p>Y2 Use capital letters and full stops Use question marks and exclamation marks Use past and present tense correctly, including progressive form</p> <p>Y3/4 Write the backstory of Razvani the Fire-Fiend</p>	<p>Y2 Write a fantast story centred around an imagined creature.</p> <p>Y3/4 Edit and evaluate writing.</p>	<p>Y2 The Flat Rabbit by Bardur Oskarsson Y3/4 The Fireworker Maker's daughter Philip Pullman</p>	<p>Y2 To write a new fantasy story.</p> <p>Y3/4 To write a new chapter of a story.</p>



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

			<p>letters, full stops, question marks and exclamation marks.</p> <p>Y3/4 Plan a new chapter - writing the backstory of Razvani the Fire-Fiend</p>				
5	<p>Y2 Poems on a theme – happy poems</p> <p>Y3/4 Poems on a theme- Nonsense poems</p>	<p>Y2 Enjoy and remember parts of a poem. Relate poems to own experiences. Discuss words and phrases from poems and suggest their meaning.</p> <p>Y3/4 To identify features of rhyming poems</p>	<p>Y2 Learn how to use both familiar and new punctuation correctly, including apostrophes for contracted forms.</p> <p>Y3/4 To identify syllable usage in poetry</p>	<p>Y2 Use apostrophes for contraction and for singular possession</p> <p>Y3/4 Language for effect- onomatopoeia and alliteration</p>	<p>Y2 Write a poem based on one that has been read.</p> <p>Y3/4 To produce a rhyming couplet</p>	<p>Y2 Happy Poems <i>chosen by Roger McGough</i></p> <p>Y3/4 <i>Book of Nonsense by Edward Lear</i></p>	<p>Y2 Y3/4 To produce a rhyming couplet</p>
6	Y2	Y2	Y2	Y2	Y2	Y2	Y2



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

	<p>Poems on a theme – happy poems</p> <p>Y3/4 Poems on a theme- Nonsense poems</p>	<p>Talk about the features of a poem. Discuss likes and dislikes about a poem. Compare poetry.</p> <p>Y3/4 Read a range of poetry and discuss opinions.</p>	<p>Recognise apostrophes in contractions. Rewrite contractions in long form. Create contracted form as appropriate.</p> <p>Y3/4 To study examples of kennings.</p>	<p>Use apostrophes for contraction and for singular possession</p> <p>Y3/4 To describe an animal.</p>	<p>To write the next verse of a poem.</p> <p>Y3/4 To write a kenning on an animal of their choice.</p>	<p>Happy Poems <i>chosen by Roger McGough</i></p> <p>Y3/4 <i>Bananas in my ears: A collection of Nonsense Stories, Poems, Riddles and Rhymes by Michael Rosen</i></p>	<p>Y3/4 To write a kenning.</p>
7	<p>Y2 Poems on a theme – happy poems</p> <p>Y3/4</p>	<p>Y2 Discuss features including onomatopoeia. Make word choices to create different effects.</p> <p>Y3/4</p>	<p>Y2 Recognise that spoken speech may be different from written speech.</p>	<p>Y2 Use apostrophes for contraction and for singular possession</p> <p>Use standard English.</p> <p>Y3/4 To write a riddle</p>	<p>Y2 To create a book of poems.</p> <p>Y3/4</p>	<p>Y2 Happy Poems <i>chosen by Roger McGough</i></p>	<p>Y2 To write own poem choosing features to include.</p>



Writing Long Term Plan

Key Stage: LKS2

Rotation: A

	Poems on a theme- Nonsense poems	To study a range of riddles and identify the features.	To write spoken English using contractions. To write using formal written English. Y3/4 To write a description of an animal.		To perform a riddle.	Y3/4 <i>Raps, Riddles and Concrete by Pie Corbett</i>	
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