

LONG TERM OVERVIEW FOR WRITING

KEY: COMPOSITION & EFFECT STRUCTURE & ORGANISATION GRAMMAR, SENTENCE STRUCTURE & VOCABULARY PUNCTUATION DRAFTING, EDITING & PROOF READING SPELLING & HANDWRITING

EYFS	Milestone 1	Milestone 2	Milestone 3
Nursery	Children are provided with a wide range of different materials and mark making media in their play. With increasing independence, children explore a range of resources that encourage the use of a dominant hand and develop their strength and dexterity. Children can make random marks with their fingers and some tools, using a range of media including dough, sand, paint and mud. Using appropriate vocabulary, they are able to give meaning to their marks.	Children can find their name card and recognise some print in the environment. As their mark making develops, they make more small controlled movements and draw lines and circles. They can distinguish between these lines (e.g. line, circle, and zigzag). They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with the language of directionality such as 'up', 'down', 'round and round'.	From their observations and imagination, children can create closed shapes with continuous lines and begin to use these shapes to represent objects. For example, they are able to represent a face with a circle and including details. Children can use drawing to represent movement and sound. Sometimes gives meaning to marks they make as they draw, write and paint. Mark makes in a variety of forms for different purposes e.g. shopping list, label. Gives meaning to marks they see in different places. As children use their name card frequently, they begin to recognise specific letters in their name. With adult support, they are shown how to use the tripod grip in a comfortable way to hold a pen or pencil and begin to form some recognisable letters. Write some letters accurately.
Reception	As children complete Phase 2 Phonics, they are able to translate their knowledge into writing by writing their own name and constructing simple labels for familiar objects within their classroom environment (e.g. pen, peg). They can select appropriate tools for a writing task and maintain their engagement and concentration for a set period of time. Gives meaning to marks they make as they draw, write and paint.	Their use of the tripod grip is becoming more secure. Form lower case and capital letters correctly. Children write their own name with a capital letter. Children begin to use adjectives within stories to describe objects, characters and settings. Use newly introduced vocabulary within play.	As children become more proficient with holding a pencil effectively, using the tripod grip in most instances in preparation for fluent writing. Articulate and carry out ideas for writing through independent and guided activities. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write short sentences that can be read by others, with words with known sound-letter correspondences using a capital letter and full stop. Writes short sentences in meaningful contexts. Children can use finger spaces.











Nominated for the Costa Children's Book of the Year, and the CILIP Carnegie Award, Ross' published works include Midnight Guardians and the popular Finney Island Files series.



Jon Mayhew

Author of Mortlock and the Monster Odyssey, Jon is a much-loved children's writer who knows a lot about the classroom, having also spent 25 years teaching English in schools. An award-winning poet, Joshua visits schools, libraries and theatres around the country, and you may have spotted one of his critically-acclaimed poetry shows at the Edinburgh Fringe.

Joshua Seigal



How Real Writing supports excellence

- Teach grammar and punctuation in context with creative and powerful model texts, all annotated with key teaching points and save hours of time on writing your own.
- Build brilliant vocabularies. Important tier 2 and tier 3 vocabulary has been included with every model text, helping teachers to deepen children's comprehension throughout the year.
- Draw on fully resourced grammar and composition lesson plans for each unit that guide children towards an extended independent writing outcome with links to other subject areas.









Instructions

Letters

Narrative

Persuasive

Poetry

Recount

Report

Description

Discussion

Formal / Informal Writing







PRODUCTI PROCESSOR SIGNATURE SIGNATU			<u> </u>	/ear	1 Pla	zoon	n Wr	iting	Long	Teri	m Pla	an							
	Term			Autı						Spr						Sum	mer		
	Genre																		
NC Strand	NC Objective	2.The Gingerbre ad Man	3. The Little Red Hen	5. My Life	6. Autumn Changes	7. 'Dear Father Christmas		9. Fireworks	11. Jack and the Beanstalk	12. The three little pigs	14. All about Tigers!	15. How to make a rainstick	20. Captain No- Beard's Diary	21. A day ay the seaside	4. Hedgehog 's Journey		22. How to make a delicious honey sandwich	24. The Lifecycle of a sunflower	25. Through the window
	spell words containing each of the 40+ phonemes already taught																		
	spell common exception words spell the days of the week																		
- Spelling	name the letters of the alphabet (naming the letters in order and using letter names)																		
otion -	add prefixes and suffixes: -s or -es add prefixes and suffixes: un-																		
Writing - Transcription - Spelling	add prefixes and suffixes: un- add prefixes and suffixes: -ing, -ed, -er, -est where no change is needed to the root word																		
Writing	apply simple spelling rules and guidance as listed in English Appendix 1																		
	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far																		
	saying out loud what they are going to write about																		
noi	composing a sentence orally before writing it																		
nposit	sequencing sentences to form short narratives																		
Writing - Composition	re-reading what they have written to check that it makes sense																		
Writi	discuss what they have written with the teacher or other pupils																		
	read aloud their writing clearly enough to be heard by their peers and the teacher.																		
ry, ation	leaving spaces between words																		
Writing - Vocabulary, grammar and punctuation	joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark																		
pe Writin, ix 2 grammar	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'																		

Appe ndix 2

How words can combine to make sentences

REMOUN		١ ١	ear 2			Wri	ting (Objec	tives			m Pla	an	1					
	Term			Aut	umn					Spi	ring					Sun	nmer		
	Genre																		
IC Strand	NC Objective	1. Chicken Likin	3. Out of this world	7. Nell' Saunders Diary	8. Benjamin Zephaniah	12. The King and the Royal Family	10. A day at school	4. Cinderele phant	13. Transport in the past	14. Florence Nightingal e	15. Visit the UK!	5. How Kangaroo Got her Pouch	22. What am I? (a mesostic riddle)	18. A Postcard from the seaside	19. How to make bread	21. The day the elephants led the parade	17. Amazing animals	23. If you want to be healthy	24. Four seasons
	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly																		
gu	learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few homophones																		
on - Spelli	learn to spell common exception words																		
anscripti	forms learning the possessive apostrophe (singular)																		
Writing - Transcription - Spelling	distinguishing between homophones and near homophones add suffixes to spell longer words, including - ment, -ness, -ful, -less, -ly																		
	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.																		
	apply spelling rules and guidance as listed in English Appendix 1																		
	writing narratives about personal experiences and those of others (real and fictional)																		
	writing about real events writing poetry																		
	writing for different purposes planning or saying out loud what they are																		
	going to write about writing down ideas and / or key words,																		
tion	including new vocabulary encapsulating what they want to say,																		
isoduu	sentence by sentence evaluating their writing with the teacher and																		
Writing - Composition	re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form																		
	proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]																		
	read aloud what they have written with appropriate intonation to make the meaning clear.																		
u.	learning how to use both familiar and new punctuation correctly (see English Appendix 2)																		
ounctuati	Learn how to use: sentences with different forms: statement, question, exclamation, command																		
Writing - Vocabulary, grammar and punctuation	Learn how to use: expanded noun phrases to describe and specify [for example, the blue butterfly]																		
ary, gram	Learn how to use: the present and past tenses correctly and consistently including the progressive form																		
- Vocabul	Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)																		
Writing	some features of written Standard English																		
	use and understand the grammatical terminology in English Appendix 2 in discussing their writing.																		
	Word: Formation of noun using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Word: Formation of adjectives using suffixes																		
	such as -ful, -less																		
a's	Word: Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs																		
Appendix 2 - V,G,P	Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences																		
фрег	Punctuation: commas to separate items in a list																		

ENDERGIL PROMOTE B AUMERIT ECHOCU				Year	3 Pla	izooi	n Wr	iting	Long	Tern	n Pla	n							
	Term				umn						ring					Sum	mer		
	Genre																		
NC Strand - co tidi	<u>NC Objective</u> Use further prefixes and suffixes and understand how to add them	1. How to build an Iron Age House	3. The natural cycle of life - flowering plants	4. Why should I visit Skara Brae?	18. A Mother's Blessing	22. I Have	7. The Beautiful Game	6. How magnets help us	8. Biomes	10. The First Scientist	14. Come to Darlingwo od Academy	15. Letter to a Penpal	17. Cave Challenge	16. Ada Lovelace	19. The Secret Mardi Gras King	21. School Report	23. Volcano	24. The Mystery Rucksack	25. Diary of a Fossil Hunter
Transc	Spell words that are often misspelt																		
Writing - Transcription Spelling	Use the first two or three letters of a word to check its spelling in a dictionary Discussing writing similar to that which they are planning to write in order to understand																		
	Plan their writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures																		
Writing - Composition	Draft and write by organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by assessing the																		
Wr	effectiveness of their own and others' writing and suggesting improvements Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation																		
	errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear																		
riting - Vocabulary, grammar and punctuation	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although																		
ocabulary, grapunctuation	Using the present perfect form of verbs in contrast to the past tense																		
Vriting - Vc	Using conjunctions, adverbs and prepositions to express time and cause																		
>	Using and punctuating direct speech						1												
	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]																		
	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Expressing time, place and cause using																		
2 - V,G,P	conjunctions (for example, when, before, after, while, so, because) Expressing time, place and cause using prepositions (for example, before, after, during, in, because of)																		
Appendix 2 - V,G,P	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]																		

SNOWMALL PROMOTE A REMOTE REMOTE				١	/ear	4 Pla	zoom	n Wri	ting	Long	Term	ı Plar	<u> </u>						
	Term				umn				- 0		ring					Sun	mer		
	Genre										J								
NC Strand	NC Objective	1. Terrific Teeth	19. The Diary of Gaius Oranius Betto	24. Until we are Free Again	21. The Tropics	2. How to Build a Roman Road	11. Amazing Animals: the Arctic Fox	13. Bansky: Astist or Vandal	3. Visit Russia	8. Countries in North America	23. Echo and Narcissus	22. Dreams of Escape	17. The tale of Johnny Appleseed	15. Joe's Hooded Hawk	20. Dear Gran	18. Cowboys	5. Who do you think you are?	9. The Richest Man in the World	25. Stay Safe in the Sun
	Use further prefixes and suffixes and understand how to add them																		
Writing - Transcription - Spelling	Spell further homophones Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals																		
Writing - Tran	Use the first two or three letters in a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words																		
	and punctuation taught so far						-												_
	Spell words that are often misspelt Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan their writing by discussing and recording																		
	ideas Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures																		
-	Draft and write by organising paragraphs around a theme																		
oositio	In narratives, creating settings, characters and plot																		
Writing - Composition	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]																		
	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Evaluate and edit by proposing changes to																		
	grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences																		
	Proof-read for spelling and punctuation errors																		<u> </u>
	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear																		
ation	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although																		
ounctu	Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately																		
Writing - Vocabulary, grammar and punctuation	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition																		
ary, gri	Using conjunctions, adverbs and prepositions to express time and cause																		
ocabul	Using fronted adverbials																		
ng - Vc	Using commas after fronted adverbials																		
Writi	Indicating possession by using the possessive apostrophe with plural nouns																		
	Using and punctuating direct speech Standard English forms for verb inflections	<u> </u>						-											
V,G,P	instead of local spoken forms [for example, we were instead of we was, or I did instead of I done Sentence: Noun phrases expanded by the																		
Appendix 2 - V,G,P	addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)																		



Year 5 Plazoom Writing Long Term Plan

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	Term			Aut	umn					Spi	ring					Sum	mer		
	Genre				4. Diary of		7.	8. I am	42	13. The Tragedy	14. Is	15 14	16. How	20. A English		22.4	23. How	24 Th-	
NC Strand	NC Objective	1. Animal Habitats	2. Katherine Johnson		Neil Armstron	11. Visit Yorkshire	Beowulf Versus Grandal		12. Savoury	of Beddgeler	fit and	15. Water Cycle	for a	Soldier's Diary	21. The			24. The Life Cycle	
NC Strand	NC Objective Use further prefixes and suffixes and	Habitats	Johnson	Day	g	Yorkshire	Grendel	brother	Recipes	t	healthy	Haiku	rabbit	1066	Beatles	future	the World	of a Frog	Parents
e	understand guidance for adding them Continue to distinguish between homophones and other words which are																		
Writing - Transcription - Spelling	often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be																		
ting - Trans	learnt specifically Use dictionaries to check the spelling and meaning of words																		
Wri	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary																		
	Use a thesaurus																		
	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary																		
	Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own																		
	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed																		
	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action																		
	Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning																		
sition	Draft and write by using a wide range of devices to build cohesion within and across paragraphs																		
Writing - Composition	Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]																		
	Draft and write by précising longer passages																		
	Edit and evaluate by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register																		
	Edit and evaluate by ensuring the consistent and correct use of tense throughout a piece of writing																		
	Evaluate and edit by assessing the effectiveness of their own and others' writing																		
	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning																		
	Proof-read for spelling and punctuation errors																		
	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.																		
nar and	Using the perfect form of verbs to mark relationships of time and cause																		
gramm	Using modal verbs or adverbs to indicate degrees of possibility																		
abulary, inctuatio	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun																		
Writing - 1	Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to																		
	indicate parenthesis	<u> </u>												<u> </u>					
	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]																		
Appendix 2 - V, G,P	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]																		



Year 6 Plazoom Writing Long Term Plan

	Term			Aut	umn				- 0	Sp	ring					Sum	mer		
	Genre																		
NCE Strand	NC Objective Use further prefixes and suffixes and understand guidance for adding them Spell some words with silent letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically	1. The Peppered Moth	2. The Workings of the Human Heart		Chicken	6. The Trees and the Axe	7. Is this the perfect trainer?	9. Volcanoes and Earthquak es	10. Stuck	11. A river speaks	13. The Queen of the Curve (Biograph y of Zahra Hadid)	to reduce your	15. Job Applications	16. Letter from the headteac her	17. The Pros and Cons of Plastic	18. Small, but mighty	22. A trip to blackpool	Daydrea	25. School Report
Writi	Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these																		
	in a dictionary																		
	Use a thesaurus Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own																		
	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance																		
	meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action																		
Composition	Draft and write by précising longer passages Draft and write by using a wide range of devices to build cohesion within and across paragraphs																		
Writing - Comp	Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]																		
	Evaluate and edit by assessing the effectiveness of their own and others' writing																		
	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning																		
	Edit and evaluate by ensuring the consistent and correct use of tense throughout a piece of writing																		
	Edit and evaluate by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register																		
	Proof-read for spelling and punctuation errors																		
	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.																		
	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms																		
	Using passive verbs to affect the presentation of information in a sentence																		
ation	Using the perfect form of verbs to mark relationships of time and cause																		

nd punct.	Using expanded noun phrases to convey complicated information concisely									
ro o	Using modal verbs or adverbs to indicate degrees of possibility									
- Vocabulary, gramma	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun									
- Vocab	Using commas to clarify meaning or avoid ambiguity in writing									
Writing -	Using hyphens to avoid ambiguity									
	Using brackets, dashes or commas to indicate parenthesis									
	Using semi-colons, colons or dashes to mark boundaries between independent clauses									
	Using a colon to introduce a list									
	Punctuating bullets consistently									
	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing									
	How words are related by meaning as synonyms and antonyms									
2 - V,G,P	The difference between structures typical of informal speech and structures appropriate for formal speech and writing									
Appendix	The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech									