

Writing – Long Term Plan 25 - 26

Alwoodley Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Gross Motor Skills: Can catch a large ball. Continue to develop their coordination and body movement control.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Fine Motor Skills: Explores different materials and tools. Develop manipulation and control, for example tearing paper. Show a preference for a dominant hand.</p> <p>The Little Red Hen T4W</p>	<p>Gross Motor Skills: Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Fine Motor Skills: Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Make marks to represent their name.</p> <p>Going on A Bear Hunt T4W</p>	<p>Gross Motor Skills: Continue to develop their movement, balancing, riding and ball skills.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Fine Motor Skills: Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car"</p> <p>Three Little Pigs T4W</p>	<p>Gross Motor Skills: Match their developing physical skills to tasks and activities in the setting.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings which make them more recognisable, which they give meaning to. For example: a circle - 'That's my mummy.'</p> <p>Handa's Surprise T4W</p>	<p>Gross Motor Skills: Continue to develop gross motor muscle development and coordination.</p> <p>Fine Motor Skills: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>The Very Hungry Caterpillar T4W</p>	<p>Fine Motor Skills: Continue to develop mark making, adding detail to pictures and refining letter formation in name writing and 'early writing' opportunities through play</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Knows that print carries meaning.</p> <p>Jasper's Beanstalk T4W</p>
	<p>Drama and S&L activities are embedded across our English curriculum</p> <p>Throughout the year children will:</p> <ul style="list-style-type: none"> • Enjoy rhyming and rhythmic activities. • Show awareness of rhyme and alliteration. • Recognise rhythm in spoken words. • Listen to and joins in with stories and poems, one-to one and also in small groups. • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. • Begin to be aware of the way stories are structured. • Suggest how the story might end. • Listen to stories with increasing attention and recall. • Describe main story settings, events and principal characters. • Show interest in illustrations and print in books and print in the environment. • Recognise familiar words and signs such as own name and advertising logos. • Look at books independently. • Handle books carefully. • Know information can be relayed in the form of print. • Hold books the correct way up and turn pages. <p>Nursery follow a movement-based programme which helps to develop the physical skills needed to develop letter formation and pencil control. We also ensure there are mark making opportunities in the provision areas and plan continued fine motor skill-based activities in line with their developmental stage and focused adult led activities meeting individual needs throughout the year. There is a huge emphasis on the communication and language elements of the Early Years curriculum which support oral story-telling and sentence structure and increasing children's vocabulary (see communication and language progression document).</p>					

Reception	<p>Goldilocks and the Three Bears Labelling initial sounds Instructions Lists</p> <p>A Squash and a Squeeze Labels Captions Ordering sentences</p>	<p>The Gingerbread Man Labels Instructions List</p> <p>Pattan's Pumpkin Labels Captions</p> <p>Diwali/ Christmas Write a Diwali/ Christmas card Write gift tags</p>	<p>The Snowbear Labels Captions</p> <p>A Thing Called Snow Captions Poem</p> <p>Chinese New Year Write a card</p>	<p>Meet the Weather List Labels Captions</p> <p>My Butterfly Bouquet Captions Labels</p> <p>Easter Write a card</p>	<p>Oi Frog! Non-fiction text about frogs Story writing captions</p> <p>Life-sized Baby Animals Captions Poem</p>	<p>Miguel's Community Garden Letter Captions</p> <p>The Secret Sky Garden Diary Captions</p>
	<p>In Reception, high importance is placed on developing the children's physical skills to support the development of writing. Opportunities to develop their fine motor skills are set out in the areas of provision and are in line with their development stage e.g. using tweezers to pick up pom poms, scissors, mark making tools etc. The children have access to the outside area where they can develop their gross motor skills through: climbing, balancing, sweeping, pushing a wheel barrow, riding bikes etc. Mark making opportunities are in the areas of provision where the children are able to choose from a variety of mark making tools.</p>					
Year 1	<p>Jack and the Beanstalk Labels Captions Retelling a story</p>	<p>Grandad's Island by Benji Davies Retelling a story Class poem Perform the poem (to Grandparents)</p>	<p>Whatever Next by Jill Murphy Adapting a story</p>	<p>People need people Poetry (people who help us) Letter (to a nurse)</p>	<p>My Heart is a Compass by Deborah Marcero Letter (recount) Instructions (how to build a den)</p>	<p>One Day on our Blue Planet Non-chronological report (African animals) Poetry</p>
	<p>Geography – Home Sweet Home Letter (to local councillor)</p>		<p>History – Space Travel Biography (posters about Neil Armstrong and Sunita Williams life).</p>	<p>History – Nursing Fact files (Mary Seacole and Florence Nightingale)</p>		<p>Geography – Zambia Letter to children in Mugurameno (telling them about Alwoodley Primary School). Poster (persuasion, to tell people how and why we recycle).</p>
Year 2	<p>Colour Monster Basic sentence structures</p> <p>Dougal the Deep Sea Diver Simon Bartram Diary Setting description</p> <p>The Lighthouse Keeper's Lunch – David Armitage and Rhonda Armitage Character description Letter writing</p>	<p>The Lighthouse Keeper's Lunch – David Armitage and Rhonda Armitage Instructions</p> <p>Dolphin Boy Story Writing</p> <p>Dear Earth Poetry</p>	<p>Dear Green Peace Letter Story Writing</p>	<p>Billy and the Beast – Nadia Shireen Recipe</p> <p>The Owl who was afraid of the dark Narrative</p>	<p>The Owl who was afraid of the dark Narrative continued</p> <p>Vlad and The Great Fire of London – Kate Cunningham Recount</p> <p>Me and You Diary entry</p>	<p>Katie in London by James Mayhew Non-Chronological Report Setting Description</p>
					<p>History – Recount</p>	<p>Geography -</p>

Year 3	<p>Me and my Fear Characters/ feelings and emotions Poetry</p> <p>Leonora Bolt Character description</p>	<p>Leonora Bolt Adventure story</p> <p>Colour Poetry</p>	<p>Stone Age Boy – Satoshi Kitamura Narrative</p>	<p>Stolen Spear Drama Narrative Diary Entry</p>	<p>The Twits – Roald Dahl Playscript Formal letter – letter of complaint</p>	<p>After the Fall First person narrative – recount</p>
		<p>Geography/ History - Alwoodley A letter to their family explaining their holiday to Alwoodley.</p> <p>In English but with Geography focus. Non-Chronological repost about Alwoodley Woods.</p>		<p>History – Debate – Which was most impressive the Bronze or Iron Age?</p>	<p>Geography - Italy</p>	<p>History - Harewood house</p>
Year 4	<p>The Firework-Maker's Daughter – Phillip Pullman Diary Entry Setting Description Character Description Poetry (extension)</p>	<p>The Firework-Maker's Daughter – Phillip Pullman Instructions Playscript</p>	<p>The Iron Man – Ted Hughes Character Description Formal letter (Persuasive)</p>	<p>The Iron Man – Ted Hughes Narrative Newspaper article</p>	<p>Anisha, Accidental Detective – Serena Patel Character description</p>	<p>Anisha, Accidental Detective – Serena Patel Playscript Mystery story</p>
	<p>Geography- Mountains</p> <p>Poetry (Have you ever trekked to Namche Bazaar?)</p>		<p>Ancient Egypt Non-Chronological Report (Egyptian Gods)</p>		<p>History – Ancient Greece</p> <p>PSHE Big Camp (Leaflet)</p>	<p>Ancient Roman Recount (Murton Park Visit)</p>
Year 5	<p>The Boy at the Back of the Class – Onjali Rauf</p> <p>Diary Entry Formal letter Newspaper (GDS – Narrative)</p>	<p>Beowulf – Michael Morpurgo Setting Description Narrative – Retelling of the story</p>	<p>Holes – Louis Sachar Setting description Non-chronological report Poetry (Kenning, Haiku, Metaphor, Ode & Sonnet)</p>	<p>The Highway Man – Alfred Noyes Newspaper Narrative – Modern day retelling</p>	<p>The Golden Horseman of Baghdad – Saviour Pirotta Balanced argument</p>	<p>The Golden Horseman of Baghdad – Saviour Pirotta</p>
		<p>History – Anglo Saxons/Vikings Leaflet</p>		<p>Geography - Angry Earth Non-chronological report Explanation text</p>	<p>Geography - Angry Earth Recount *Residential*</p>	<p>History – Ancient Islamic Civilisations Persuasive article</p>
Year 6	<p>Street Child – Berlie Doherty Diary Biography</p>	<p>Rose Blanche – Roberto Inncanti Letters – shift in tone and time Playscript</p> <p>Jabberwocky – Lewis Carroll Poetry writing</p>	<p>Letters from a Lighthouse – Emma Carroll Narrative Writing – from a different perspective</p>	<p>Letters from a Lighthouse – Emma Carroll Non-chronological report - Kindertransport</p>	<p>Giant's Necklace Diary - different points in time Newspaper Report</p>	<p>Alma – Short Film Campfire Story</p> <p>Bloddon 5-chapter adventure story to be written for Year 5</p>
	<p>History - Victorians Non-chronological report – Victorian jobs</p>			<p>Geography - Brazil Persuasive Leaflet</p> <p>Letter</p>		