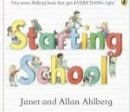
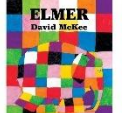
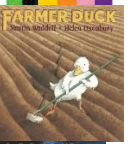
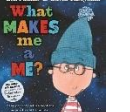
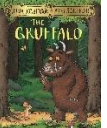
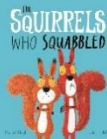
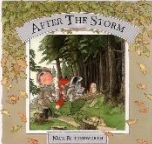
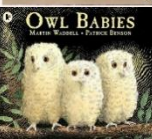
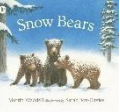
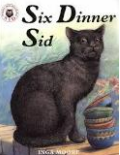
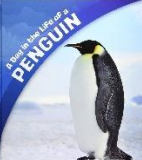
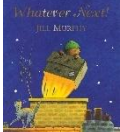
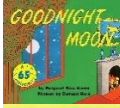
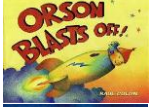
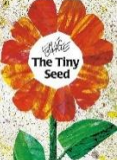
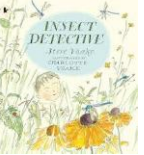
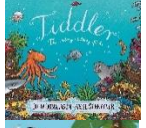
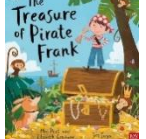
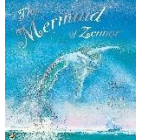
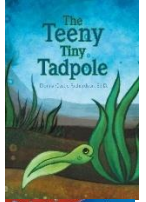
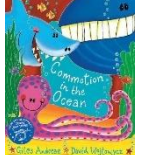


Connor Downs Academy- Long Term Writing Plan 2026



Reception

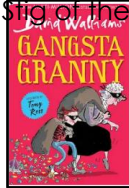
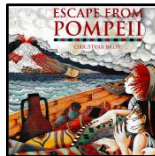
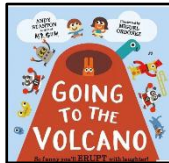
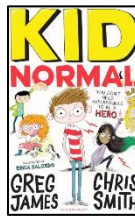
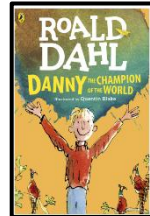
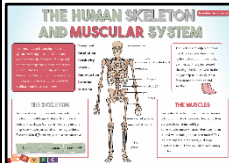
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Festivals and celebrations	Polar Regions	Space and Journeys	Sowing and Growing	Under the Sea
Core Texts	    	    	    	    	    	    

Outcomes	Describe own drawings. Discuss familiar stories. Contribute to whole class story time. Write initial sounds to label pictures.	Write CVC words to label pictures. Re-tell poems and stories. Learn some HFW.	Continue to write CVC words. Write lists and short captions. Learn HFW.	Continue to write lists and captions. Begin writing short simple sentences. Re-enact stories.	Write simple sentences for a range of purposes. Learn a larger range of HFW.	Write a range of sentences phonetically spelt including HFW. Write a set of instructions.
Provision	Settling in, routines and baselines. Little Wandle Rhyme Time. Dough Disco and Pen Disco. Write Dance. Drawing Club. Whole class story time and circle time. Wellcomm sessions and interventions.		Little Wandle Rhyme Time. Little Wandle Handwriting. Pen Disco and Write Dance. Drawing Club. Whole class story time and circle time. Opportunities to write across provision.		Little Wandle Handwriting. Drawing Club Whole class story time and circle time. Opportunities to write across provision.	
Early Learning Goals	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.					

Y1/2 (Black Y1/ Blue Y2 specifically)

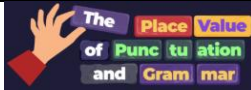
	Autumn		Spring		Summer		
Core Text							
Writing Units/Outcomes	 Lists, labels, discussions, sentence writing Story retelling Story sequencing, speech bubbles Poems		Instructions Letters Pattern Building Unit	Setting description Fact Files Postcards	Poetry – shape poems, acrostics Year 1. Diamantes and Haiku's Year 2. Advert	Rhyming character description story sequencing and writing. Biography	Diary letters
Grammar/Punctuation	To begin to form my letters correctly. To sound out words and write the sounds I can hear. To write two simple sentences linked with 'and, but or so'. To ask a question and use a question mark. Sequence words- next, last, an hour later. Prepositional phrases- behind, above, along		Start a sentence with a capital letter. To use finger spaces. To finish a sentence with a full stop. To write a sentence	To write a simple sentence starting with a personal pronoun or proper noun. To use capital letters for proper nouns (people, places, days of the week) To write sentences that include adjectives.	To use a noun phrase To use coordinating conjunctions 'and' and 'but'. To use a question mark. To use prepositions- up, down,	To use an exclamation mark for a word or sentence. To use adverbs for manner (how) ending -ly- quickly, carefully To write commands using the imperative form of the verb: Give me that pen. Take that away.	To use determiners- a, an, this, the, my, your, his, her, some, all To use connectives of sequence: first, second and then.

					that ends in an exclamation mark. To write sentences using proper and common nouns.	To write complex sentences using the subordinating conjunctions 'because, when if, that'. To use commas in a list. He had a bag, ball and a carpet. Write expanded noun phrases: <i>The red balloon (determiner, adjective noun)</i> <i>The cat in the basket (determiner, noun, preposition,)</i>	<i>out, into, under, outside</i> To use apostrophes for omission: he didn't, he couldn't To use determiners most, all some, many, more, much	Write a statement that starts with a capital letter and finishes with a full stop.	To put spoken words into inverted commas starting with a capital letter. Up levelling sentences-replacing nouns (dog to terrier).
Spelling Y2	Assessments	Vowels and consonants	Compound Words	Morphology	es/-s, -y/ ing/-ed / un-/re-/-ly	-er/ -est/-er/-or -ful/ -ly -less/ -Super-/sur-/under-/over-	-ness -ed/ -ing -ment		

	Autumn Stone Age to Iron Age		Spring Volcanoes		Summer Ancient Egyptians	
Core Text	Gangsta Granny Clive King David Walliams Stig of the Dump 		Escape from Pompeii/ Christiana Balit.   To the volcano Miguel Ordóñez		Kid normal- Greg James Danny Champion of the World- Roald Dahl  	
Writing Units/Outcomes		Non- Fiction: Diary Entry Grammarsaurus Fiction: Narrative (plot twists) Literacy Shed+ Poetry: Character Exploration and similies. Twinkl  Non- Fiction: Recount Letter Grammarsaurus	Non-Fiction: How are volcanoes formed? Explanation text – Grammarsaurus.  Poetry: Volcano by Joshua Seigal	Non- Fiction: Persuasive writing. Holiday Brochure using a range of persuasive devices. Literacy Shed+ Fiction: Newspaper Report- Escape from Pompeii/ links to recount letter- Grammarsaur us.	Non-Fiction: Non-chronological Report – The human skeleton and muscular system.  Grammarsaurus Fiction Characterising speech.	Non-Fiction: Persuasive advert- Visit Ancient Egypt  Classic Literature- Shakespeare – Twelfth Night – Playscript (performance focus).

					Fiction: Narrative, Stone Age Boy-Grammarasarus Non-Fiction: Instructions: How to wash a woolly mammoth.		Egyptian  Cinderella. Poetry: Limericks-Literacy Shed+	Poetry: Question and answer poems (Literacy Shed+)	
Grammar/Punctuation	Active voice Co-ordinating and subordinating Conjunctions Expanded noun phrases Adverbs/adverbials of time and place Direct speech Using? And ! correctly.				Subordinating conjunctions Co-ordinating conjunctions to join clauses Expanded noun phrases Adverbs/adverbials of time and place Contractions with an accurate apostrophe Possessive apostrophes	Word classification recap Using pronouns and noticing how they change in speech Investigating 1 st , 2 nd and 3 rd person pronouns Subordinating conjunctions Expanded noun phrases Adverbs/Adverbials of time and place	Clauses-subordinate clause and main clause using different subordinating conjunctions. Using commas correctly for clauses including relative clauses. Forming nouns from verbs and adjectives using prefixes.	Conjunction s-subordinate and co-ordinate Determiners (a, and quantity determiners) Perfect from of verbs Using? and! correctly.	
Spelling	Assessments	Vowels and consonants	Compound Words	Morphology	-es/-s, -ing/-ed -er/or/-re/-ly -ous/port/-de/-trans/ tele/ -ion/-an	-ness/-ment/-full/-ly/-un	Scribe/script/prefix/-ise/ -inter/-ject/struct/spect	Super-/sir/under-/over-diff-/dis-/di-/mis-	-im/il/-ur ex-anti/-ant multi-/vent/-vene

Y4

	Autumn Rainforests				Spring		Summer		
Core Text	 The Explorer – Katherine Rundell Anglo Saxon Boy by Tony Bradman				Bills new frock by Anne Fine Kensuke's Kingdom by Michael Porpurgo		Charlie and the Chocolate Factory		
Writing Units/Outcomes			Fiction: Narrative – Setting Description. Jungles/ Rainforests Grammarsaurus. Non-fiction: formal persuasive letter – deforestation. Poetry: Haikus, Tankas and Cinquains - (Literacy Shed+)		Non fiction: Persuasive – Boudicca rallies support Recount – Science experiment – Does sound get quieter as the distance increases?	Non fiction: Instructions – How to slay the Minotaur Explanation – Digestive System – Grammarsaurus	Fiction: Diary – Extracts from The Journal of a Mayon Slave girl. Biography – Nikola Tesla - A life extraordinary	Non-fiction: Non-chronological report – A European Wonderland 1 st Person Narrative – Extract from Charlie and Chocolate Factory.	
Grammar/Punctuation			Complex sentences Speech Participial phrases (-ing and –ed) Apostrophes for possession Commas front adverbials Accurate use of paragraphs		Fronted adverbials Expanded noun phrases Commas in a list	Prepositions Determiners Subordinating conjunctions Colons to introduce a list	Possessive apostrophe for regular singular and plural nouns begin to use punctuation for parenthesis	Passive verbs Present tense Commas after fronted adverbials Revision	
Spelling	Assessments	Vowels and consonants	Compound Words	Morphology	-es/-s, -ing/-ed -er/or/-re/-ly	-ness/-ment/-full/-ly/-un -tract/-ate	Scribe/script/pre -/vise/	Super-/sir/under-/over-	-hood/-ship/-aud/-phone

					-ous/port/-de/-trans/ tele/ -ion/-an -ous/per-/sub-/ -ic/-al/-able/-ible/	Kilo/gram/mili/cent	-inter/- ject/struct/spect -ive/-ty	diff-/dis-/di- /mis- -im/il/-ur ex-anti/-ant multi-/vent/- vene -act/-rupt -en/-ise/-em/- en	
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Y5

	Autumn The United Kingdom Who were the Ancient Greeks?		Spring Investigating Rivers Anglo Saxons		Summer Extreme Earth Local History – Cornish tin	
Core Text	Lemony Snicket – The Bad Beginning. Theseus and the Minotaur – Sonia E Corvaglia In the garden of Bad Things – Doug Mcleod		Cloudbusting – Malorie Blackman David Attenborough by Maria Isabel Sanchez Vegara The Works (poetry) chosen by Paul Cookson		The Giant's Necklace – Morpurgo Thomas and the Tinnars – Jill Paton Walsh The Red-Headed League- solve the crime as a class.	
Writing Units/Outcomes	 Non-Fiction- Minack Visit. Titanic newspaper report Non chronological report – The Greeks. Fiction Fiction (narrative) Wing it Visual Text linked to PHSE		Non-fiction Writing a balanced argument. Fiction The Piano Visual Text (narrative) Poetry Haikus	Non-fiction Persuasion Writing a “Rightmove” advert. Fiction Poetry The Walrus and the carpenter.	Non-fiction Instruction Writing linked to Kites and Chinese inventions Fiction Famous Author – Arthur Conan Doyle – Sherlock Holmes	Non-fiction Visit to Geevor Tin Mine. Write a recount Fiction Replay – Visual Text (narrative)
Grammar/Punctuation	To plan my writing to ensure I am writing for the correct audience and purpose. To indicate possibility using adverbs – perhaps, surely, or modal verbs - might, should, will, must.		To write sentences with relative clauses and pronouns such as; who, which, where, when, whose, that.	To use brackets, dashes or commas to indicate parenthesis (after thought or extra piece	To correctly use colons and semi colons in a list. To link my paragraphs using adverbials of	To begin to use hyphens To use passive verbs to change the way information is used in a sentence. (was

					To use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions . To use; headings, sub-headings, bullet points to organise my work. To create setting, characters and plot in narrative. To use inverted commas .	To use the correct tense; past, present and future mostly correctly.	of information CAI). To use the correct tense; past, present and future. To use commas to avoid ambiguity.	time = (after a while, eventually, meanwhile)	beaten, is spoken) Apostrophes for possession and in plural words. Expanded noun phrases To create atmosphere and integrate dialogue to convey character and advance the action.
Spelling	Assessments	Vowels and consonants	Compound Words	Morphology	-es/-s, -ous/-ing/-ed/-ion/-ate/-ness/ Semi-/bi/un-/tri/quad/quart/oct/octa/dec/pent/hept/none	Auto Fact Fect Face Fice	Dis/dif/di/in/i/il/ir ful/ly/er/or/al/ide /fy/ en/em/hood/ship inter/ject/ -ant/-ance/-ent/-ence Pro-/form-cess/ceed/cede /cease/-dom	Ment/ly/ful/pre/kilo/gram/milli/cent -duct -duce -therm -ary/-ery/ab/a/ad -temp/-ous/-ty -ive	fact/fect/face/fice/ous/able/ible/ive/ty -vert/-verse -tude

		consonants			-ing/-ed de/per/-ful/-ly/pre-/-ive/-ty dis/dif/ -ion/-an/-ant/- ance/ent/ence/inter- Pro-/form/Duct/therm/-ary/- ery -tude/-vert/-verse/-ably/-ibly	Suffix- ist Prefix- com/con/co/c or,col Suffix -ish /esque	Base -fore Prefix- fract/frag/frag e	Suffix -age Base- ceive/ cept Base- magn (able/ible/silent letters)	
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