

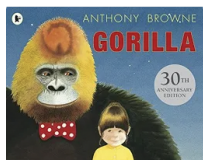
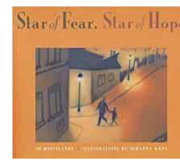


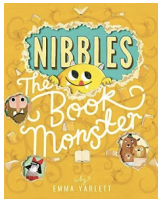
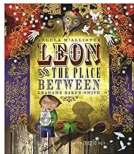
Our Lady's Catholic Primary School

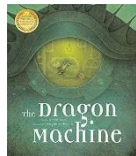
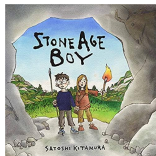
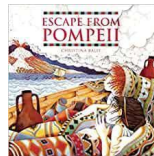
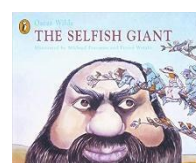
Writing Long Term Overview



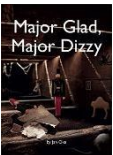
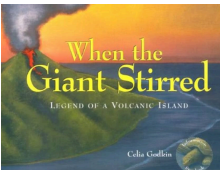
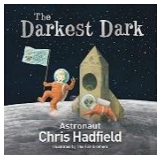
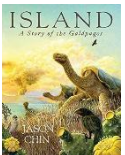
Holy Family
Catholic Multi
Academy Trust

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Autumn 1						
Key Text	 <u>Lost and Found by Oliver Jeffers</u>		 <u>Troll Swap by Leigh Hodgkinson</u>	 <u>Seal Surfer by Michael Foreman</u>	 <u>Gorilla by Anthony Browne</u>	 <u>Queen of the Falls by Chris Van Allsburg</u>	 <u>Star of Fear, star of Hope by Jo Hoestlandt</u>
Writing Outcomes	Oral retelling & draw images, write labels	Fiction: Adventure story based on the structure of the text	Fiction: Focus on characters	Recount: letter in role	Fiction: Fantasy story	Recount: Series of diary entries	Fiction: Flashback story & non-chronological report
Word	Blend sounds into words. Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case letters	Spelling words containing each of the 40+ phonemes already taught. Spell common exception words.	Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes. Spell common exception words				
Sentence		Combine words to make sentences.	Use subordination (because) and coordination (and). Use expanded noun phrases to describe and specify.	Use prepositions to express time, place and cause.	Expand noun phrases by the addition of modifying our objectives, nouns and prepositional phrases. Use fronted adverbials		Recap: use expanded noun phrases to convey complicated information concisely. Use passive verbs.
Text	Learn new vocabulary.			Group related ideas into paragraphs Build a varied and rich vocabulary	Organise paragraphs around a theme (to organise and sequence more extended	Identify the audience for the purpose of writing. Organise paragraphs around a theme with a	Ideas across paragraphs using a wider range of cohesive devices. Integrate dialogue to

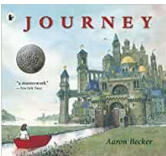
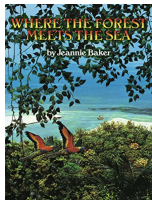
					narrative structures) Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition	focus on more complex narrative structures.	convey character and advance the action.
Punctuation		Leave spaces between words. Begin to use capital letters and full stops. Use a capital letter for the name of people and the personal pronoun 'I'.	Use punctuation correctly - full stops, capital letters.	Introduce commas to punctuate direct speech	Use commas after fronted adverbials. Recap: Use inverted commas or direct speech.	Recap: Use commas after fronted adverbials. Use commas to clarify meaning or avoid ambiguity in writing.	Punctuate bullet points consistently. Additional writing: use a colon to introduce a list.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Autumn 2						
Key Text	 <u>Nibbles the Book Monster by Emma Yarlett</u>		 <u>The Owl who was afraid of the dark by Jill Tomlinson</u>	 <u>Winter's Child by Angela McAllister</u>	 <u>Leon and the Place Between by Graham Baker-Smith</u>	 <u>The Lost Happy Endings by Carol Ann Duffy</u>	 <u>Can we save the tiger? by Martin Jenkins</u>
Writing Outcomes	Label a picture and write a simple caption	Recount: Diary entry	Non Chronological report	Fiction: Fantasy story	Fiction: Fantasy story	Fiction: Traditional tales	Information/ explanation/ persuasion: Hybrid booklet about an amazing animal Recount: diary

Word	Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case letters correctly.	Spelling words containing each of the 40+ phonemes already taught. Spell common exception words. Use plural noun suffixes -s and -es.	Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes. Spell common exception words Add -ly to turn adjectives into adverbs.	Use our or an according to whether the next word begins with a vowel or constant.	Use Standard English forms for verb inflections. Recognise the grammatical difference between plural and possessive 's'.							
Sentence		Join words using <i>and</i>	Use coordination (but, or).	Use conjunctions and adverbs to express time, place and cause.	Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.	Use expanded noun phrases to convey complicated information concisely.	Recap: use modal verbs or adverbs to indicate degrees of possibility.					
Text	Learn new vocabulary	Sequence sentences to form short narratives (link ideas or events by pronoun).		In narratives, create characters, settings and plot.	Build a varied and rich vocabulary.	Describe settings, characters and atmosphere. Integrate dialogue to convey character and advance the action.	Enhance meaning through selecting appropriate grammar and vocabulary.					
Punctuation		Punctuate sentences using a capital letter and a full stop. Use a capital letter for names of people	Use commas to separate items in a list.	Use inverted commas to punctuate direct speech.	Indicate possession by using the possessive apostrophe with plural nouns.	Recap: use of inverted commas and other punctuation to punctuate direct speech.	Recap: use brackets, dashes or commas to indicate parenthesis.					
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6					
	Spring 1											
Key Text	 <u>The Lion Inside by Rachel Bright</u>		 <u>The Dragon Machine by Helen Ward</u>		 <u>Stone Age Boy by Satoshi Kitamura</u>		 <u>Escape from Pompeii by Christine Balit</u>		 <u>Arthur and the Golden Rope by Joe Todd-Stanton</u>		 <u>The Selfish Giant by Oscar Wilde</u>	

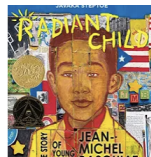
Writing Outcomes	Fiction: Recount of	Fiction: Journey story based on the structure of The Lion Inside	Fiction: Adventure story with change of character and machine	Fiction: Historical narrative set in the Stone Age	Fiction: Historical narrative from character's point of view	Fiction: Write a myth, creating characters and settings	Fiction: Retelling of a classic narrative from a character's point of view Explanation
Word	Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case letters correctly.	Spelling words containing each of the 40+ phonemes already taught. Spell common exception words. Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, er, -est. Some accurate use of the prefix un-.	Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes. Spell common exception words	Form nouns with a range of prefixes.	Use Standard English forms for verb inflections.		Recognise vocabulary for formal speech and writing.
Sentence	Write short sentences with words with known sound-letter correspondences.	Join words and clauses using <i>and</i>	Write sentences with different forms: statements, question, exclamation, command. Use subordination (apply <i>because</i> , introduce <i>when</i>)			Use expanded noun phrases very complicated information concisely. Use relative clauses beginning with who, which, where, when, who is, that or an omitted relative pronoun.	Recognise structure for formal speech and writing, including subjunctive forms. Use passive verbs.
Text	Learn new vocabulary.		Use present and past tenses correctly and consistently (some progressive).		Organise paragraphs around a theme (use fronted adverbials to introduce or connect paragraphs) Recap: variety of verb forms used correctly and consistently including progressive and the present perfect forms.	Link ideas across paragraphs using adverbials.	Distinguish between the language of speech and writing. Integrate dialogue to convey character and advance the action.
Punctuation		Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks.	Use punctuation correctly - exclamation marks, question marks.	Use inverted commas to punctuate direct speech (using dialogue to show the relationship between characters).	Use and punctuate direct speech (using dialogue to show the relationship between characters.	Use commas to clarify meaning or avoid ambiguity in writing.	Use semi-colons to mark boundaries between independent clauses. Additional writing: punctuate bullet points correctly
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Spring 2						
Key Text	 <u>The Curious Case of the Missing Mammoth by Ellie Hattie</u>		 <u>Major Glad, Major Dizzy by Jan Oke</u>	 <u>Big Blue Whale by Nicola Davies</u>	 <u>When the giant stirred by Celia Godkin</u>	 <u>The Darkest Dark by Chris Hadfield</u>	 <u>The Island by Jason Chin</u>
Writing Outcomes	Fiction: Retell/rewrite of the story	Fiction: Adventure story based on the structure of The Curious Case of the Missing Mammoth with a change of character	Recount: Diary entry of historical events from Major Glad's point of view	Persuasion: Informative article persuading for the protection of the blue whale	Fiction: Adventure story from point of view of the boy	Recount: a formal biography of Chris Hadfield	Recount: Journalistic report (hybrid text) about Charles Darwin's discoveries and discussion
Word	Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case letters correctly.	Spelling words containing each of the 40+ phonemes already taught. Spell common exception words. Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, er, -est.	Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes. Spell common exception words				
Sentence	Write short sentences with words with known sound-letter correspondences.	Join words and clauses using <i>and</i>	Use subordination (apply <i>because, when; introduce that</i>)	Build an increasing range of sentence structures. Use adverbs to express time, place and cause.	Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.	Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions.	Use passive verbs.
Text	Learn new vocabulary.		Use present and past tenses correctly and consistently. Use the progressive form of verbs in the present and past tense.	Use headings and subheadings to aid presentation. Assess the effectiveness of own and others' writing.	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Link ideas across paragraphs using adverbials and tense choices. Recap: variety of verb forms used correctly and consistently.	Use a wider range of devices to build cohesion. Use organisational and presentational devices to structure text. Recap: variety of verb forms used correctly and consistently (progressive present perfect forms)

Punctuation		Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	Use punctuation correctly - introduce apostrophe for the progressive (singular).		Use and punctuate direct speech. Use commas after fronted adverbials	Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis.	Use colons or dashes to mark boundaries between independent clauses.
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Summer 1						
Key Text	 <u>Toys in Space by Mini Grey</u>		 <u>The Last Wolf by Mini Grey</u>	 <u>Journey by Aaron Becker</u>	 <u>Where the Forest Meets the Sea by Jeannie Baker</u>	 <u>The Paperbag Prince by Colin Thompson</u>	 <u>Manfish by Jennifer Byrne</u>
Writing Outcomes	Fiction - Write a friendship story	Fiction: Fantasy story based on the structure of Toys in Space, changing the characters	Letter: Letter in role as the character persuading to save the trees	Fiction: Adventure story based on Journey using the language of Berlie Doherty	Non-chronological report: information board for a rainforest exhibition	Persuasion /information: hybrid leaflet about waste management	Recount: Biography of Jacques Cousteau Fiction: Adventure story
Word	Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case letters correctly.	Spelling words containing each of the 40+ phonemes already taught. Spell common exception words. Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, er, -est. Change the meaning of verbs/objectives by adding prefix un-.	Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes. Spell common exception words Add -er and -est two adjectives. Use homophones and near homophones.	Use a or an according to whether the next word begins with a vowel or consonant.	Recognise the grammatical difference between plural and possessive 's'.		
Sentence	Write short sentences with words with known sound-letter correspondences.	Join words and clauses using <i>and</i>	Use subordination (<i>if, that</i>)	Use prepositions, conjunctions and adverbs to express time, place and cause.		Use modal verbs to indicate degrees of possibility	Recap: use relative clauses beginning with <i>who, which, where, when, who is, that</i> or <i>an</i>

							admitted relative pronoun.
Text	Learn new vocabulary.			Group related ideas into paragraphs. Use the present perfect form of verbs in contrast to the past tense.	Build a varied and rich vocabulary. Use paragraphs to organise information and ideas around the theme. Proposed change to grammar and vocabulary to improve consistency, including the accurate use of pronouns.	Use devices to build cohesion within a paragraph. Choose the appropriate register. Enhance meaning through selecting appropriate grammar and vocabulary.	Use a wider range of devices to build cohesion.
Punctuation	Begin using a capital letter and full stop.	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	Use punctuation correctly - apostrophes for contracted forms.		This indicate possession by using the possessive apostrophe with plural nouns.this	Use brackets, dashes or commas to indicate parenthesis.	Use a colon to introduce a list and use a semi-colon within list. Use hyphens to avoid ambiguity.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Summer 2						
Key Text	 <u>Goldilocks and Just the One Bear by Leigh Hodgkinson</u>		 <u>Grandad's Secret Giant by David Litchfield</u>	 <u>Zeraffa Giraffa by Dianne Hofmeyr</u>	 <u>Blue John by Berlie Doherty</u>	 <u>Radiant Child by Javaka Steptoe</u>	 <u>Sky Chasers by Emma Carroll</u>
Writing Outcomes	Fiction: A wanted poster with a character description	Fiction: Traditional story based with new character or setting based on Goldilocks and Just the One Bear.	Fiction: Story with a moral focus	Persuasion: Tourism leaflet for the Jardin des Plantes in Paris	Explanation: Letter in role as a caving expert, including an explanation	Information text for a gallery	Fiction: Adventure story form two different viewpoints Recount: autobiography

Word	Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case letters correctly.		Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes. Spell common exception words. Add suffixes to spell longer words (e.g. -ment, -ful)				Recognise vocabulary for formal speech and writing
Sentence	Write short sentences with words with known sound-letter correspondences.	Join words and clauses using <i>and</i> . Use simple description	Use subordination (<i>when, if, that, because</i>) and coordination (<i>or, and, but</i>). Use expanded noun phrases to describe and specify.	Build increasing range of sentence structures	Build a varied and rich vocabulary and an increasing range of sentence structures.	Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun. Use adverbs to indicate degrees of possibility.	Identify the audience and purpose for writing. Choose the appropriate register
Text	Learn new vocabulary.	Sequence sentences to form short narratives (link ideas or events by pronouns)	Use present and past tenses correctly and consistently including the progressive form.	Use present and past tenses correctly and consistently including the progressive form and the present perfect form. In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation.	Use paragraphs to organise information and ideas around a theme. Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms.		Use semi-colons or dashes to mark boundaries between independent clauses.
Punctuation	Begin using a capital letter and full stop.	Use a capital letter for places and days of the week. Punctuate sentences using a capital letter, full stop, question mark or exclamation mark.				Use brackets, dashes or commas to indicate parenthesis.	Use a colon to introduce a list and use a semi-colon within list. Use hyphens to avoid ambiguity.
	Poetry						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Autumn 1 Sea Songs Various authors		Spring 1 Zebra Question	(Summer 2) Apes to Zebras	Autumn 1 Family Album	(Spring 2) Finding Magic By Eric Finney	(Summer 2) Sonnet Written at the Close of Spring By Charlotte Smith