

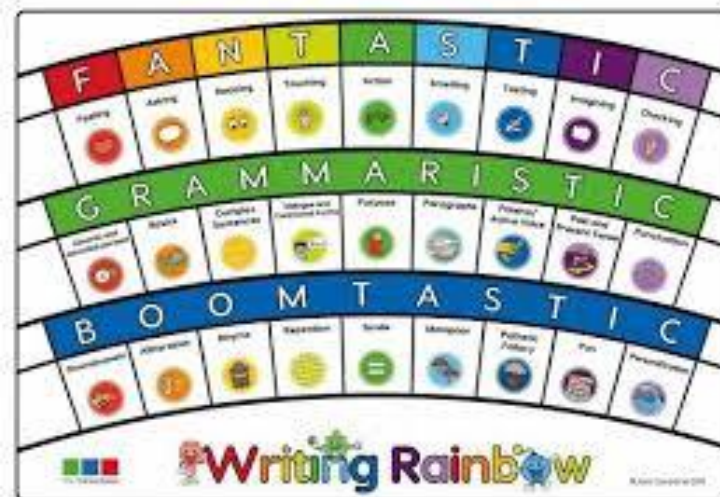


Long - term writing plan 2025/2026

Writing in Year 2 (after completion of RWI Get Writing) and KS2 is taught through The Write Stuff approach by Jane Considine. This method allows pupils to improve their oracy and widen their vocabulary in every lesson, whilst deepening their understanding of writerly choices. Pupils love their writing lessons and can't wait to show what they've learnt in their independent extended pieces at the end of each unit.

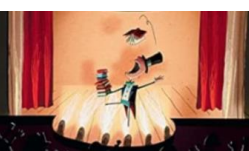
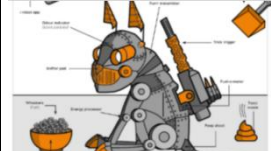


All our writing is taught through the 'writing rainbow' which provides a lens for the writer to focus through in order to ensure all writing is effective and engaging for the reader, whilst meeting the intended purpose.





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Panda Class (Year 3 and 4)						
Curriculum Focus	Living things/habitats Jews William Morris Stone Age to Iron Age	Rocks/Soils Christians Decorations – sewing The USA	Light/Shadows Muslims Lichtenstein Railways	States recall Christians Cooking - seasonal Volcanoes	Classification Sikhs Landscapes Romans	STEM States/ Sound/ Light Christians Kites Our European Neighbours
	Title (Type of text) Outcome Grammar objectives					
Previously taught texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 (as year 2) From Bookwriters sequences: A Dog's Day Grow your own lettuce Amelia Earhart No-Bot the robot How to wash a woolly mammoth Stuck! A disgusting sandwich Year 4 (as year 3) Until I met Dudley	 Stone Age Boy (narrative hibred text) To write about visiting the neolithic age  Skara Bra (persuasive) To create a holiday brochure Harvest Festival (Poetry focus)	 Mog's Christmas Calamity (Narrative) To write the story of the Christmas calamity Whole KS2 Christmas Performance (playscript) To perform in a production to an audience	 The Incredible Book Eating Boy (Narrative) To write a story about another incredible person  Light and Dark (Non- fiction) To write an exaplnation text about another nocturnal animal	 The Lost Thing (Narrative) To write about a different 'lost thing'  Still I Rise (Poetry) Create a poem to show strength in adversity	 Roman Diary – The Journey of Ilonia (Non- Fiction) To write a new journal entry  The Iron Man (Science fiction) Create an iron woman	 How a Robot Dog Works (Non Fiction) Write an explanation for a different i-pet  The True Story of the Three Little Pigs (Narrative) Write the 'true' story of another traditional tale

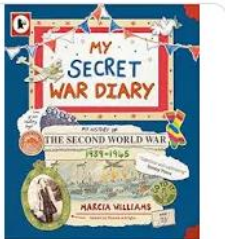


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Leon and the place between Mimi and the mountain dragon Interview with a tiger The paperbag prince Cinderella of the Nile Penguins	Perform poetry to an audience					
	Throughout these texts and Decision Spelling activities pupils will be introduced to following vocabulary: Year 3 – (to include already taught Year 1 and Year 2 vocab) preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’) Year 4 – (as above) plus determiner pronoun, possessive pronoun, adverbial					



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Koala Class (Year 5 and 6)						
Curriculum Focus	Electricity Importance of Torah, Kusama WW2	Circulation Creation vs Science Electronic cards Scandinavia	Evolution Warhol Islam in Britain Crime and Punishment	Light God as Holy/Loving Phone cases Natural resources	Materials Kahlo What would Jesus do? Ancient Greece	STEM Climate Pizza Sikhism Brazil
	Title (Type of text) Outcome Grammar objectives					
Previously taught texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dare to Care: Pet Dragon Penguins Fantastically Great Women who Changed the World The Stone Age Boy Rainforest Rough Guide Mog's Christmas Calamity The Beasties How to Invent Gregory Cool El Caminante Meerkat Mail Until I met Dudly	Estie Noor (one off due to Appledore book festival) (Fiction) To write a short descriptive passage  Flossie Albright Secret Diary (Diary/hybrid text) To write a personal diary/ hybrid text about an historical event	 (Narrative) To write a story set at Christmas	 (Persuasive letter) To write a persuasive letter	 (Fiction) To write a short story	 (Non Fiction text) To write a double page spread about a mythical creature/creatures  (Fiction) To write the next chapter in the explorer story	 (Traditional tale) To write a traditional style story  (Poetry) To write a narrative poem



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Leon and the place between Mimi and the mountain dragon Interview with a tiger The paperbag prince Cinderella of the Nile Penguins	Flossie subjunctive forms Modal verbs Formal/ informal writing contrast Adverbials of time Snowman using expanded noun phrases to convey complicated information concisely Colons for list brackets Kick 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 Varmints using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list Dragonology Explorer Hansel and Gretl Highwayman using the perfect form of verbs to mark relationships of time and cause using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis punctuating bullet points consistently Throughout these texts and Decision Spelling activities pupils will be introduced to following vocabulary: Year 5 (to include previously taught vocabulary from previous years) modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity Year 6 (as above) subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
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