

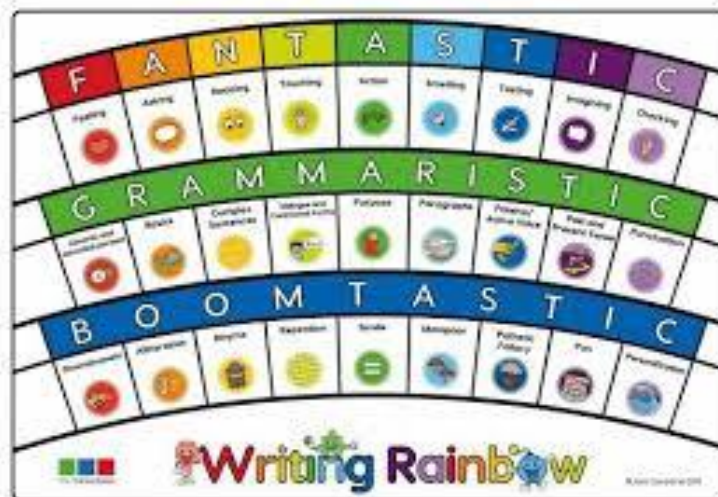


Long - term writing plan 2026/2027

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.

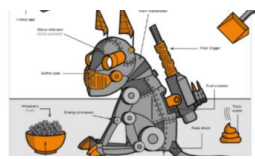
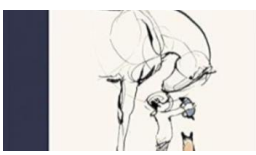


All our writing is taught through the 'writing rainbow' which provides a lens for the writer to focus through in order to ensure all writing is effective and engaging for the reader, whilst meeting the intended purpose.





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Panda Class (Year 3 and 4)						
Curriculum Focus	Hannah Hoch Anglo Saxons and Scots Buddhism Rocks	Christmas stockings Climate Zones Following God Light	Barbara Hepworth Windrush Hindu Beliefs Animals	Scones North America Pentecost States of Matter	Egyptian art Ancient Egypt Humanism Plants	Slingshot cars Brazil Life events Sound
	Title (Type of text) Outcome Grammar objectives					
Previously taught texts	Autumn 1 (7.5 weeks)	Autumn 2 (7 weeks)	Spring 1(6 weeks)	Spring 2 (5 weeks)	Summer 1 (6.5 weeks)	Summer 2 (6.5 weeks)
Year 3 (as year 2) Read write Inc Get Writing texts Year 4 (as year 3) The Stone Age Boy Skara Brae Harvest festival Mogs Christmas Calamity Christmas Performance Incredible book eating boy Light and dark The Lost thing Still I Rise Roman Diary The Iron Man	 The True Story of the Three Little Pigs (N) Continuation of the plot  Autumn is here (Poem) Write own poem for harvest festival Author Visit – PJ Bell	 How a Robot Dog Works (NF) Write an explanation for an electronic pet Christmas Performance – Five Gold Rings (Play) To perform a play to an audience	 The secret of Black Rock (N) Retell the story from 'The Rock's perspective.  Climate Action NF Write a persuasive article	 The BFG (N) Write a description of the dream in the style of the BFG  Ban on social media for under 13 year olds (NF) Write an article about banning mobile phones	 The boy, the mole, the fox and the horse (N) Write a heart-warming story of courage and kindness 150 years of the school celebrations – creating posters and invitations etc.	 Nikola Tesla (NF) Write a biography
	Throughout these texts and Decision Spelling activities pupils will be introduced to the following grammar focuses: Year 3 – (to include already taught Year 1 and Year 2 objectives) 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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		Descision Spelling units throughout the year – these will be consolidated in Year 4							
01 – Meta Language and statutory word list: use the words from the list given in the planning.	Termly spellings from 'Y3/4 assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	02 – Long A Phoneme	03 – long E Phoneme	04 – long I Phoneme	05 – Etymology (part 1)	06 – The /shun/ Word Ending	07 – Developing Personal Spelling Lists	08 – The /shur/ and /cher/ Word Endings	09 – Homophones
01 - Meta Language and statutory word list: choose a new set of words to focus on from the list.	Termly spellings from 'Y3/4 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	010 – Long O Phoneme	011 – Long U Phoneme	012 – Etymology (Part 2)	013 – Apostrophes	014 – Prefixes	015 - Homophones		
01 - Meta Language and statutory word list: choose a new set of words to focus on from the list.	Termly spellings from 'Y3/4 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	016 – The /or/ Phoneme	017 – The /ear/ Phoneme	018 – Etymology (part 2)	019 – The /ous/ Word Ending	020 – Homophones			



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Koala Class (Year 5 and 6)						
Curriculum Focus	British Architects Mountains Buddhist way of life Materials	Soup Victorians The Messiah Forces	Trompe l'oeil volcanoes Hindu ethics Earth & Space	Crumble kits Vikings The Salvation Life Cycles	Munch earthquakes Humanism in Britain Reproduction	Cams/Pulleys/Gears Mayans Jesus as King STEM Climate Activists
	Title (Type of text) Outcome Grammar objectives					
Previously taught texts	Autumn 1 (7.5 weeks)	Autumn 2 (7 weeks)	Spring 1(6 weeks)	Spring 2 (5 weeks)	Summer 1 (6.5 weeks)	Summer 2 (6.5 weeks)
Flossy Albright Secret diary The Snowman Kick Varmints Dragonology The Explorer Hansel and Gretel The Highwayman	Write a persuasive speech to be elected to the school council  One Small Step by Taiko Studios(N) Write own adventure story	 Factual Tour of the Circulatory System (NF) Write own trip through...	 Pet Peeves (Blog) Have Your Say! Write own blog	 6 The Origin of Species (NF) write a chronological Report	 The Extraordinary life of Rosa Parks (NF) Biography	 Screen Use Non-fiction Balanced Argument
	 Goldilocks Newspaper report Guilty Or Not Guilty (NF) To write own report	 The Christmas Truce (N) Write a story based on the film	 Anglo Saxon Battle (NF) Persuasive speech	 The Arrival by Shaun Tan (N) Write from a different viewpoint	 Should Beavers be released into the wild? (NF) Balanced Argument	 Macbeth - A Shakespeare Story (N) Write in a Shakespearean style
	Throughout these texts and Decision Spelling activities pupils will be introduced to the following grammar focuses: Year 5 (to include already taught year 1,2,3 and 4 objectives) 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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Decision Spelling units throughout the year – these will be consolidated in Year 6

01 – Meta Language and statutory word list: use the words from the list given in the planning.	Termly spellings from 'Y5/6 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	02 – Etymology	03 – OUGH	04 – Silent Consonants	05 – Developing Personal Spelling Lists	06 - Homophones	07 – The /shun/ Word Ending
01 – Meta Language and statutory word list: use the words from the list given in the planning.	Termly spellings from 'Y5/6 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	08 – The IE and EI graphemes	09 – The /shus/ Word Ending	010 – The IBLE and ABLE word endings	011 – Homophones	012 – The /shul/ Word Ending	
01 – Meta Language and statutory word list: use the words from the list given in the planning.	Termly spellings from 'Y5/6 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	013 – The ENT, ANT, ENCE and ANCE Word Endings	014 – Adding Suffixes to Words Ending FER	015 – Homophones	016 – Hyphens		