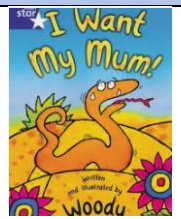
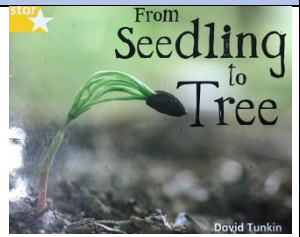
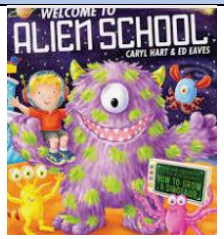
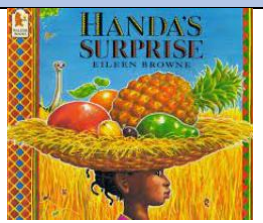
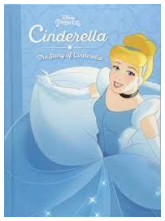
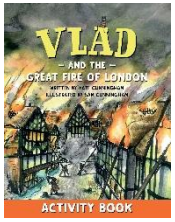
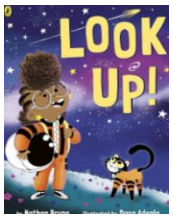
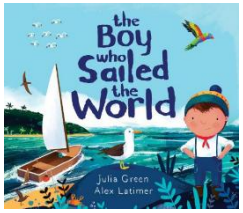
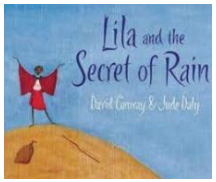
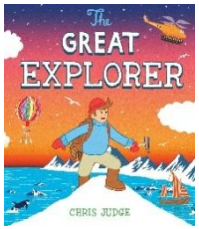
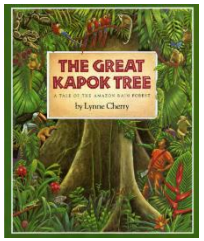
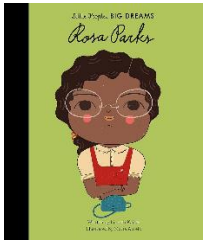
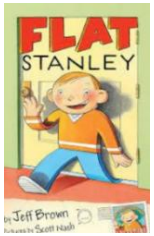
Writing Long Term Plan - 2026-2027

Cycle B

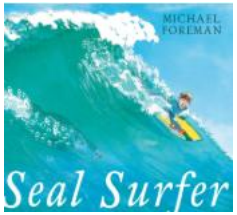
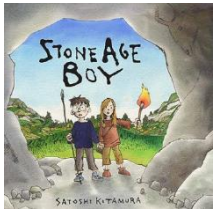
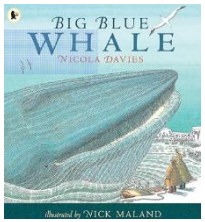
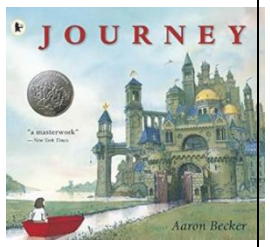
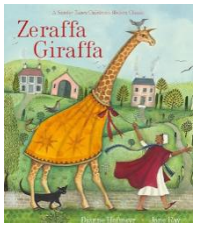
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Books covered each half term	Chick Gets Lost. I Want My Mum. (Big Book) Dear Zoo. The Same But Different Poetry - Through the Jungle poem	Rama and Sita. Autumn. Fireman Small. A Vet's Day. The Jolly Postman. The Jolly Christmas Postman	Goldilocks and the Three Bears. The Three Little Pigs. Goldy Luck and the Three Pandas. Chinese New Year. The Great Race.	From Seedling to Tree. Farm Animals. How to grow a Sunflower. The Very Hungry Caterpillar. Oliver's Vegetables. Poetry – The Farmyard	Supermarket Zoo. Welcome to Alien School. Plunge into Pirate Pool. How to Catch a Dragon. Supermarket Zoo. Poetry – Off on a Train	Handa's Surprise. Poles Apart. Our Favourite Travel Poems – Other travel poems. Kakadu Jack. You Noisy Monkey.
The Writing Framework *Oracy, storytelling, oral rehearsal, sentence modelling, repetition and repeated structures to develop vocabulary, communication, sentence formation and confidence before writing*	Pencil grip Letter formation Name writing Joining in with repetitive language Role play **Fiction & Non-Fiction:** Listening attentively and responding to what they hear Offer ideas using recently introduced vocabulary **Poetry:** Through the Jungle	Pencil grip Letter formation Name writing **Fiction & Non-Fiction:** CVC words, lists and captions to include: Initial/medial/final sounds Finger spaces Tricky words	Letter formation Name writing **Fiction & Non-Fiction:** CVC words: initial / medial/ final sounds Captions (the…/it is a…) Finger spaces Tricky words	Letter formation Name writing **Fiction & Non-Fiction:** CVC words: initial / medial/ final sounds Captions (the…/it is a…) Finger spaces Tricky words Simple sentence including capital 'T' and 'I' for opening words Full stops **Poetry:** The Farmyard	Name writing **Fiction & Non-Fiction:** CVC words Captions Simple sentence including 'The, I, It, They' Finger spaces Tricky words Full stops	Name writing **Fiction & Non-Fiction:** CVC words Captions Simple sentence including 'The, I, It, They' Tricky words Finger spaces Full stops Introduce sentence starters First, Then, Next
	ELG	**ELG**	**ELG**	**ELG**	**ELG**	**ELG**
		Write recognisable letters, most of which are correctly formed	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 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 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 recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters.

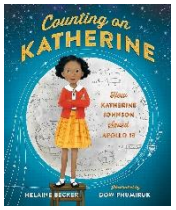
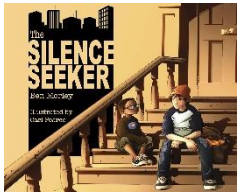
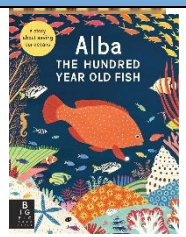
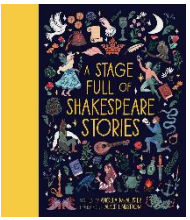
				Write simple phrases and sentences that can be read by others.	Write simple phrases and sentences that can be read by others.	Write simple phrases and sentences that can be read by others.
History / Geography	**All About Me**	**People Who Help Us**	**Once Upon a Time**	**Growing and Animals**	**Fantasy**	**All Around the World**

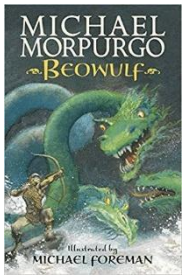
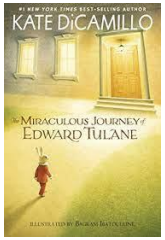
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
History / Geography	**What do I know about the UK and where I live?**	**What was my grandparents childhood like?**	**What is the difference between where I live and Australia?**	**What happened at the Great Fire of London?**	**Who are our space heroes?**	**Why do we love to be beside the seaside?**
The Writing Framework *Oracy, oral rehearsal, sentence modelling, repetition and repeated structures to build confidence, vocabulary and sentence formation.*	**Superworm** **Fiction** Final writing outcome Character description – Superworm Greater depth outcome Describe a new superhero character inspired by Superworm **Non-fiction** Labels, lists, captions Fact file **Poetry** Sea songs (1wk)	**Cinderella** **Fiction** Final writing outcome Fairy tales - Children create their own version of the traditional tale using a familiar structure. Greater depth outcome Fairy tales – Children write a fairy tale with a new character, problem or solution. **Stickman** **Non-fiction** Instructions Link to Christmas **Additional unit**	**Little Red** **Fiction** Final writing outcome Traditional tales - Children write an alternative ending for the traditional tale. Greater depth outcome Change a character (wolf from baddie to goodie) **Non-fiction** Fact file about wolves. **Poetry** *If I had a beak* **(1wk)**	**Vlad and the Great Fire of London** **Fiction** Final writing outcome Adventure – Children write a chapter where Vlad helps someone, a new character, escape the Great Fire of London. Greater depth outcome Children go beyond a simple adventure and show character development. **Non-fiction** Diary entry from POV of Samuel Pepys.	**Look Up!** **Non-fiction** Final writing outcome Non-Chronological report - Children create a simple information report about space or astronauts. Greater depth outcome Children take on the role of a space expert and make deliberate choices to inform and engage the reader. **Additional** Recounts – diary **Poetry-** *I spun a star* (1wk)	**The Boy Who Sailed the World** **Fiction** Final writing outcome Write a new adventure for the boy as he sails to a new place. Greater depth outcome Children develop a more detailed story by including: A character with clear motivations. A more complex problem. Character emotions and change. **Non-fiction** Letter / postcard to his friends

		Letter Writing to Santa				about his journey across the sea.
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 2						
History / Geography	**Photographs from history: what can they tell us about Britain's recent past? (Local History: Louis Le Prince)**	**Why are some places hot and some places cold?**	**How did the Victorians influence our lives today?**	**Why do we recycle?**	**Who are the famous people that have made an impact on the world?**	**What goes on at an airport and train station?**
The Writing Framework: *Oracy, oral rehearsal, modelled writing, repeated sentence structures and purposeful repetition to develop vocabulary, fluency and independent writing choices.*	**Lila and the Secret of the Rain** **Fiction** Final writing outcome Write an alternative version / section of *Lila and the Secret of Rain.* Change an element e.g. character, setting, problem. Greater depth outcome Children move beyond changing details and create a more developed narrative with: A more complex problem. A journey with obstacles. A meaningful resolution or message. **Non-Fiction** Non-Chronological Report linked to Africa / Topic.	**The Great Explorer** **Fiction** Final writing outcome Children create a new setting and describe the challenges the explorer faces (hot place). Greater depth outcome Children develop a more detailed story with an intentional atmosphere. **Non-fiction** Travel Brochure	**The Magic Finger** **Fiction** Final writing outcome Children write a new chapter where the Magic Finger is used to solve a problem or create a surprising event. Greater depth outcome Build on the new chapter, the magic creates a challenge or unexpected consequence. **Non-fiction** Diary writing linked to History topic **Poetry** Night Sound	**The Great Kapok Tree** **Fiction** Final writing outcome Write a detailed alternative ending to *The Great Kapok Tree*, explaining how the man's decision changes the rainforest and the animals that live there. Greater depth outcome Alternative ending including a new problem and resolution **Non-Fiction** Write a persuasive letter to the human race from an animal, appealing for them to stop destroying the rainforests. (Link to CST).	**Rosa Parks** **Non-fiction** Final writing outcome Newspaper reports based on Rosa saying 'No!' to moving on the bus. Greater depth outcome More detailed newspaper reports includes explanation of how her actions inspired others. **Non-Fiction** Biography on Rosa Parks **Poetry** Fox	**Flat Stanley** **Fiction** Final writing outcome Children create their own version of Stanley's adventure, following the structure of the original text. Greater depth outcome Further develop characters, challenges and solutions. **Non-fiction** Write a letter from Flat Stanley to a friend or family member.

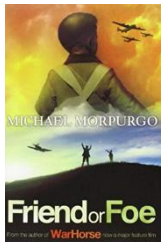
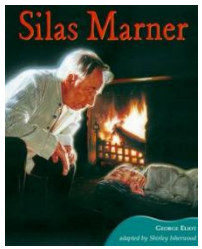
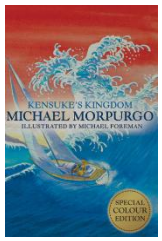
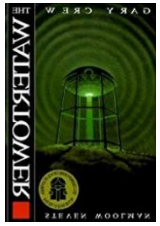
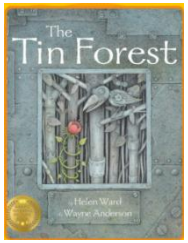
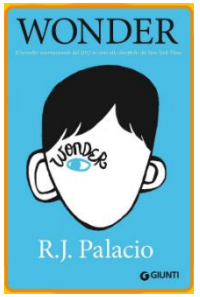
	Poetry The Owl and the Pussycat					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Year 3 are following the Pathways to Writing scheme from EEF trial.						
History / Geography	**Stone Age Britain: what do archaeologists think they know about it?**	**Why is London the capital city of the United Kingdom?**	**Bronze and Iron Age Britain: how did life change during this time?**	**How do we energise our homes and country?**	**The Romans: what impact did the Romans have on Britain?**	**How are rivers formed?**
The Writing Framework *Oracy, oral rehearsal, modelled writing, sentence variation and deliberate language choices to develop vocabulary, structure, fluency and increasingly independent writing.*	**Seal Surfer** **Non-Fiction final outcome:** write a letter in role recounting events of the story Greater Depth Write a letter from Grandad in response to one of his grandson's letters. **Incidental writes throughout unit** : Character description Setting description Diary entry **Poetry** Dance with Me	**Winter's Child** **Fiction final outcome**: write a fantasy story based on a fable Greater Depth Narrative from a different point of view **Incidental writes throughout unit:** Setting description Dialogue Recount / diary	**Stone Age Boy** **Fiction final outcome:** write a historical narrative set in the Stone Age Greater Depth Write from the point of view of a person from the Stone Age **Incidental writes throughout unit:** Recount Character / setting description Dialogue Explanation **Poetry** Magnificent Bull	**Big Blue Whale** **Non-Fiction final outcome**: write an informative article persuading for the protection of the blue whale Greater Depth Include a fact file about other endangered sea creatures **Incidental writes throughout unit:** Technical vocabulary Explanation Recount Persuasion Information Comparison	**Journey** **Fiction final outcome:** write an adventure story based on Journey using the language of Berlie Doherty Greater Depth Include a new setting route to lead from one place into another **Incidental writes throughout unit:** Character/ setting description Dialogue Suspense writing **Poems** Apes to Zebras	**Zeraffa Giraffa** **Non-Fiction final outcome:** write a tourism leaflet for the Jardin des Plantes in Paris Greater Depth Include a section of a researched Paris landmark **Incidental writes throughout unit:** Character/ setting Emotions Recount Letter Historical writing Setting comparison

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Year 4 are following the Pathways to Writing scheme.						
History / Geography	**What is special about Leeds? Fieldwork**	**Britain's settlement by Anglo-Saxons: what changed after the Romans left?**	**What are biomes and how are they created?**	**The Vikings: why did they come to the British Isles?**	**How are mountains formed and what causes an earthquake, tsunami or volcano?**	**Ancient Egypt: what stayed the same across 3,000 years?**
The Writing Framework *Oracy, oral rehearsal, modelled writing, varied sentence structures and purposeful language choices to develop vocabulary, cohesion, fluency and an increasingly independent writer's voice.*	**Counting on Katherine** Non-Fiction Final Outcome: To write a fact file about Katherine Johnson, including a short biography. **Incidental writes throughout unit** : Description Character description Diary Letter of application Dialogue Biography Letter **Poetry** Family Album -'Tricks' by Michael Rosen.	**Coming to England** **YEAR 3/4 TEXT (AUTUMN 1)** Non-Fiction Final Outcome: To write letters from Floella to her Grandmother telling her about settling into life in the UK. **Incidental writes throughout unit** : Setting description Character description Recount Diary Leaflet Factfile	**Silence Seekers** **YEAR 3/4 TEXT (SUMMER 1)** Fiction Final Outcome: Rewrite the story using the 3rd person, including details of the setting and some dialogue. **Incidental writes throughout unit** : Setting description Speech sandwich to show relationship between characters Diary Letter **Poetry** The Roman Centurion's Song by Rudyard Kipling -'The Roman Centurion's Song' by Rudyard Kipling	**Wisps: A Story of Hope** Fiction Final Outcome: To write a narrative from the point of view of the Wisp. **Incidental writes throughout unit** : Description Poem Comparison Dialogue Diary	**Alba: The Hundred Year Old Fish** Non-Fiction Final Outcome: To write an information board for an exhibit in an aquarium. **Incidental writes throughout unit** : Explanation Letter Setting description Character description Diary entries **Poetry** Look! By Grace Nichols -'Look!' by Grace Nichols	**A Stage Full of Shakespeare Stories** Fiction Final Outcome: To write a playscript for part of the story. **Incidental writes throughout unit** : Diary Letter Explanation Playscript Speech Character description

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4/5 Year 5						
History / Geography	**What is special about Leeds? Fieldwork**	**Britain's settlement by Anglo-Saxons: what changed after the Romans left?**	**What are biomes and how are they created?**	**The Vikings: why did they come to the British Isles?**	**How are mountains formed and what causes an earthquake, tsunami or volcano?**	**Ancient Egypt: what stayed the same across 3,000 years?**
(Y4) The Writing Framework *Oracy, oral rehearsal, modelled writing, varied sentence structures and purposeful language choices to develop vocabulary, cohesion, fluency and an increasingly independent writer's voice.* ***(Y5) The Writing Framework*** *Oracy, oral rehearsal, modelled writing, sentence manipulation and deliberate language choices to develop vocabulary, cohesion, fluency and confident, independent writing.*	**Our Tower** **Fiction** Final Outcome Descriptive writing Children to write a new chapter where the children discover another magical floor. **Greater depth** Final outcome : Continue to build further suspense within writing: Build suspense through controlled pacing. **Non-fiction** – persuasive letter to Leeds City Council requesting improvements to neglected areas in our local community. **Poetry** Family Album	**Beowulf** **Fiction** Final Outcome Children create their own mythical monster and write the battle between the hero and the beast. **Greater depth** Final outcome : Write a legend entitled *The Last Battle of...* in which your hero faces a mythical monster that cannot be defeated by strength alone. **Non-fiction** – Non-chronological report about Mythical Creatures *"Everything You Need to Know About Mythical Creatures"*	**The Promise** **Fiction** Final Outcome Children create an original story inspired by *The Promise*. **Greater depth** Final outcome : Create an original story inspired by *The Promise*, using symbolism to convey a deeper message. **Non-fiction -** Write a biography about a 'Steward of the Earth' e.g. David Attenborough, Wangari Maathai, Jane Goodall. **Poetry(1wk)**	**The Viking Invader** **Non-Fiction** Final Outcome Newspaper reports - Children write a newspaper report about a Viking raid from the perspective of an Anglo-Saxon reporter. **Fiction** Final Outcome Write about a key event from another character's perspective (Viking warrior, Anglo-Saxon child). **Greater depth** Final outcome : Write about a key event from a monks POV being in Lindisfarne.	**The Miraculous Journey of Edward Tulane** **Fiction** Final Outcome Rewrite a chapter from the perspective of one of Edward's owners. **Greater depth** Final outcome : Maintain a distinctive voice that reflects the character's personality and experiences. **Non-fiction:** Travel journal / guide **Poetry** Look! By Grace Nichols	**Marcy and the Riddle of the Sphinx** **Fiction** Write a new chapter *'Marcy's Next Quest'*. **Greater depth** Final outcome : Write a new chapter entitled *Marcy's Next Quest* where Marcy faces a challenge that tests not only her bravery, but also her wisdom and understanding of others. **Non-Fiction** Informal letters

	-'Tricks' by Michael Rosen.		The Roman Centurion's Song by Rudyard Kipling			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 Year 6						
History / Geography	**Significant turning points: how did experiences differ during WWII?**		**How and why have settlements changed?**	**Significant turning points: in what ways did Britain change after WWII?**	**Why is climate change such an important topic?**	**How do maps help us to find our way around?**
(Y5/6) The Writing Framework *Oracy, oral rehearsal, modelled writing, scaffolded sentence structures and repeated practice to develop vocabulary, confidence, fluency and increasing independence in writing.* ***(Y6) The Writing Framework:*** *Oracy, oral rehearsal, modelled writing, sophisticated sentence structures and deliberate authorial choices to develop vocabulary, cohesion, fluency and a confident, independent writing style.*		**Poetry** Blitz by Mary Désirée Anderson	**Poetry** Guarding Secrets by the Literacy Company		**Poetry** For Forest by Grace Nichols	