English Writing Long Term Plan 2026-2027

Fiction story types: Wishing stories, Warning stories, Beating the monster stories, Journey stories – quests, adventures, Portal stories, Losing stories, Suspense stories, Fantasy stories, Cinderella or change stories

Non- fiction genres: Instruction (How to...), Recount (Event, Diary, Newspaper Report, Biography/Autobiography), Explanation (Explain how/what/why), Information (Non-chronological report -natural world, people, places, objects) Persuasion (Advert, Leaflet/Pamphlet, Speech, Argument), Discussion (Balanced argument – could be based on issues arising or fantasy)

Poetry types: Free verse, visual poems, structured poems

Focus areas within stories: Characterisation, Settings, Openings, Endings, Action, Dialogue, Suspense

Range of purposes: Entertain, Inform, Persuade and Discuss.

Year	Autumn term – autumn 1 imitation phase only				Spring term			Summer term				Non-fiction genre coverage
Genre	Fiction	Fiction	Fiction	Short unit	Fiction	Fiction	Short unit	Fiction	Fiction	Fiction	Short unit	
EYFS	Owl Babies – Martin Waddell (Dialogue) (Wishing story)	Funny Bones- Allan Ahlberg (adventures)	Supertato – Paul Linnet and Sue Hendra (Beating the monster) How to Catch a Star (adventures)	Provision- letter to Santa	The Giant Jam Sandwich – Janet Burroway and John Vernon Lord (beating the monster) The Little Red Hen = Jonathan Allen (Journey) Jack and the Beanstalk – Mara Alperin and Mark Chambers (adventure, fantasy)	Goldilocks and the three bears – Mara Alperin and Kate Daubney (characterisation) Oliver's Vegetables – Vivian French (description and setting)	Recount- Diary	Greta and the Giants – Zoe Tucker and Zoe Persico The Koala Who Could – Rachel Bright (wishing story)	The Growing Story – Ruth Krauss and Helen Oxenbury (change)	The Mega Magic Teacher Swap – Rochelle Humes (changing, adventure) Read a year 1 story	Recount -Event	Recount Diary Letter
Grammar Skills	Initial Sounds CVC Words Rhyme		Begin to use finger spaces		Finger spaces, full stops, time adverbials, question marks, adjectives, capital letters			Finger spaces, full stops, time adverbials, question marks, adjectives, capital letters, conjunctions and exclamation marks				

Year 1	How to catch a Star- Oliver Jeffers (Journey story) Sentence structure	Dogger Shirley Hughes (Losing story) Openings	The Tiger that came to tea (character description)	Oi Frog (Poetry) Rhyming Couplets	Beegu Alexis Deacon (Journey story) Settings	Tadpoles Promise (Change story) Dialogue	Information on frogs (animal)	Where the Wild Things Are Maurice Sendak (portal story) Action	The Three Bears (Traditional tale) Characterisation	Way Back Home Oliver Jeffers Endings	Instructions	Information (animal) Instructions Poetry- spring and summer in WCR
Grammar skills	Finger spaces Capital letters to start a sentence Capital letters for names and the personal pronoun 'I' Full stops The use of 'and' to join words and clauses The use of regular plural noun suffices (s or es) Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Use of adjectives Introduction to Y2 conjunctions : when, if, that, because, or, but Introduction to exclamation marks and question marks											
Genre	Fiction	Fiction	Non-Fiction	Short unit	Fiction	Non-Fiction	Short unit Non fiction/poetry	Fiction	Non-Fiction	Fiction	Short unit	Non-fiction genre coverage
Year 2	5 minutes peace (journey story) Character/setting description	Into The Forest by Anthony Browne (warning tales) Dilemma	Instructions link to making puppets DT	Acrostic poems- Link to History Structure poem	Space text – Bob man on the moon Opening	Information – Neil Armstrong	Poetry Dragons nonfiction	The Magic Finger by Roald Dahl (Fantasy story) Action Character description	Recount - trip	Jim and The Beanstalk by Blanca Monson Compare with Jack and the beanstalk story. (traditional tale) endings	Poetry Free verse	Information (people) Instructions Recount- Event Poetry (short)
Grammar skills	Use of conjunctions: when, if, that, because, or, and, but Expanded noun phrase (a descriptive clause normally made up of a noun as well as one or more adjectives, e.g. The colourful, blue butterfly.) A range of statements, questions, exclamations and commands Use of 'ing' verbs in the past and present, e.g. he was singing, he is singing Correct use of present and past tense Capital letters and full stops Questions marks and exclamation marks Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use of nouns using suffixes such as 'ness', 'er' by compounding. Adjectives using suffixes such as 'ful', 'less', 'er', 'est' 'ly' adverbs Time adverbs Adjectives in 2s, separated by a comma Imperative verbs Prepositions Introduction to paragraphs											
Genre	Fiction	Non-Fiction	Fiction	Short unit	Fiction	Non-Fiction	Short unit	Fiction	Non-Fiction	Fiction	Short unit	Non-fiction genre coverage
Year 3	Dougal's deep Sea Diary by Simon Bartram (journey story) Character description	News Report	Stone Age Boy by Satoshi Kitamura (Portal story) Diary Writing	Acrostic poems – Underwater themed	Robin Hood by Rob Lloyd Jones (defeating the monster story) Character comparison	Persuasion letter Information text about the Rainforest	Haiku poem	The Angel of Nitshill Road by Anne Fine (defeating the monster story) Story writing	Instructions – how to beat a bully	Escape from Pompeii by Christina Balit Story with a historical link Character description	Letter to new teacher	Persuasion-Leaflet Information (place) Instructions (short) Poetry (short)

			Story ending and speech		The Great Kapok Tree by Lynne Cherry (Warning stories) Speech – actions					Personification poems		
Grammar skills	Conjunctions expressing time, pace and cause: when, before, after, while, so, because Adverbs to express time, place and cause: then, next, soon, therefore Prepositions to express time, place and cause: before, after, during, in, because of, on, besides, under Paragraphs Headings and sub-headings Present perfect for of verbs ('He has gone out to play' contrasted with 'He went out to play')					Inverted commas to punctuate direct speech Nouns using a range of prefixes and suffixes Correct use of 'a' and 'an' Synonyms for said when using speech Fronted adverbials, e.g. Before sunrise, Every so often, At the back of a cave, As quick as a flash etc. Introduction to action after speech					
Genre	Fiction	Non-Fiction	Fiction	Short unit	Fiction	Non-Fiction	Short unit	Fiction	Non-Fiction	Fiction	Short unit	Non-fiction genre coverage
Year 4	The Three Fishing Brothers Gruff (Alternative fairy tale) Persuasion	How chocolate is made Link to the Mayans Explanation text	Ice palace (Adventure, fantasy) Advert	poetry	Iron Man by Ted Hughes (Science Fiction) Newspaper report	Día de los Muertos by Rosanne Greenfield Thong (linked to the Mayans) Recount	poetry	Olaf's Saga by Pippa Goodhart and Robin Laurie (Juvenile fiction -Vikings)	Invasion (linked to history)	Mouse Bird Snake Wolf by David Almond (Graphic novel)	poetry	Persuasion-Advert Recount- Newspaper report Explanation Poetry (short)
Grammar skills	Conjunctions expressing time, pace and cause: when, before, after, while, so, because Adverbs to express time, place and cause: then, next, soon, therefore Prepositions to express time, place and cause: before, after, during, in, because of, on, besides, under Expanded noun phrase Fronted adverbials with commas Use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition, e.g. **Amanda** waved to **Michael**. **She** waved to **him**.					Paragraphs Use of speech with correct punctuation Apostrophes to mark plural possession (the boys' bathroom) Standard English forms of verb inflections, e.g. we were instead of we was. Headings and subheadings Figurative language: similes, metaphors and personification						
Genre	Fiction	Non-Fiction	Fiction	Short unit	Fiction	Non-Fiction	Short unit	Fiction	Non-Fiction	Fiction	Short unit	Non-fiction genre coverage
Year 5	Night of the Gargoyles (Fantasy Story)	Biography – Henry VIII	Kensuke's Kingdom (Journey story)	National Poetry Day – shape poems (writing in verses) Acrostics – Henry VIIIs wives e.g.	Street Child (linked to history) Highwayman	Explanation text – how to prepare for a natural disaster	Poetry -What is the Sun?	Henry's Freedom Box – writing in role	Information non-chronological report about Japan Persuasive speech to encourage people to visit Japan	Sci Fi stories – film stimulus Contre Temps, 'One Small Step' by Taiko Studios	Kennings poem – Henry Box Brown description e.g. risk taker, small spacer etc. Or Charlie and The Chocolate Factory	Explanation Information (object) Persuasion-speech Poetry (short)

Grammar skills	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Adverbs indicating degrees of possibility: perhaps, surely Modal verbs indicating degrees of possibility: might, should, will, must Link ideas across paragraphs using: Adverbials of time: Later, yesterday, Sometimes Adverbials of place: nearby, next door, down stairs Adverbials of number: First, Secondly Link ideas across paragraphs using adverbials of tense choices				Brackets, dashes or commas to indicate parenthesis Commas to clarify meaning or avoid ambiguity (The view I imagined was amazing vs The view, I imagined, was amazing.) Use of figurative language Active and passive voice Semi colons Colons							
Genre	Fiction	Short unit	Fiction	Non-fiction	Fiction	Non-Fiction	Short unit	Fiction	Non-Fiction	Fiction	Short unit	Non-fiction genre coverage
Year 6	**How to Live Forever by Colin Thompson (Fantasy story)**	Residential trip - recount	**Friend or Foe by Micheal Morpurgo** (Historical story) Link to history Winston Churchill – biography	**Poetry** Link to WWII	**Eye of the Storm (Science Fiction) Stormbreaker by Anthony Horowitz (Adventure story)**	Science Week - scientist biography Persuasive letter about either pollution or endangered animals.	Poetry Haiku	Alma (short film)	Around the World Week - information text/non-chronological report about a country of choice.	Windrush by Benjamin Zephaniah (links to History migration)	Stanzas and rhyming **(If)** **Letter to Year 5 pupils** **Recount – trip**	Instructions (short) Biography Balanced argument Poetry (short) Persuasion
Grammar skills	Use of passive voice Modal verbs Formal and informal writing Ellipsis Linking ideas across paragraphs using a wider range of **cohesive devices:** repetition of a **word** or phrase, grammatical connections, e.g. The use of **adverbials** such as on the other hand, in contrast, or as a consequence Mark the boundary between independent clauses using **semi-colons, colons and dashes**				Layout devices to structure texts including: • Headings • Subheadings Columns • Bullet points • Tables Bullet points to list information Hyphens to avoid ambiguity, e.g. man eating shark versus man-eating shark Vocabulary typical of **informal** and **formal** speech and writing							

Writing composition						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning : - Say aloud what they are going to write about **Drafting:** - Compose a sentence orally before they write it	**Planning:** - Jot down key words and new vocabulary - Say aloud what they are going to write about **Drafting:** - Compose a sentence orally before they write it	**Planning:** - Plan or say aloud what they are going to write - Write down ideas/keywords including new vocabulary **Drafting:** - Encapsulate what they want to say sentence by sentence	**Planning:** - Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar **Drafting:** - Compose and rehearse sentences orally (including	**Planning:** - Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar **Drafting:** - Compose and rehearse sentences orally (including	**Planning:** - Identify the audience and purpose of the writing and select the appropriate form - Note and develop initial ideas, drawing on reading and research, where necessary **Drafting:** - Select the appropriate grammar and vocabulary, understanding	**Planning:** - Identify the audience and purpose of the writing and select the appropriate form - Note and develop initial ideas, drawing on reading and research, where necessary **Drafting:** - Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning

Revising and Editing: - Discuss what they have written with the teacher and other pupils	**Revising and Editing:** - Re-reading what they have written to check that it makes sense - Discuss what they have written with the teacher and other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	- Write narratives about personal experiences and those of others **Revising and Editing:** - Evaluate their writing with the teacher and other pupils - Re-read to check that their writing makes sentence and that verbs to indicate time are used correctly and consistently - Proof-read to check for errors in spelling, grammar and punctuation - Read aloud what they have written so that the meaning is clear	dialogue) progressively building a varied and rich vocabulary and range of sentence structures - Organise paragraphs around a theme Create settings, characters and plots **Revising and Editing:** - Assess the effectiveness of their own and other's writing suggesting improvements - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns - Proof-read for spelling and punctuation errors - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	dialogue) progressively building a varied and rich vocabulary and range of sentence structures - Organise paragraphs around a theme Create settings, characters and plots **Revising and Editing:** - Assess the effectiveness of their own and other's writing suggesting improvements - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns - Proof-read for spelling and punctuation errors - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	how choices can change and enhance meaning - Precis longer passages - Use a range of devise to build cohesion within and between paragraphs - Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed **Revising and Editing:** - Assess the effectiveness of their own and others' writing - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Ensure that consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural - Proof-read for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear	- Precis longer passages = Use a range of devise to build cohesion within and between paragraphs - Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed **Revising and Editing:** - Assess the effectiveness of their own and others' writing - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Ensure that consistent and correct use of tense throughout a piece of writing - Ensure correct subject and verb agreement when using singular and plural - Proof-read for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear