



ST BARNABAS CE PRIMARY SCHOOL- WRITING LONG TERM PLAN KEY STAGE TWO

	Farah Year 3/4						Kahlo Year 5/6					
	YEAR A			YEAR B			YEAR A			YEAR B		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Whole Class texts	Pippi Longstocking Nim's Island	Charlotte's Web	Firework Maker's Daughter	Woof Iron Man	Dominic Grows Sweetcorn	Cloud Busting Tale of Despereaux	Cosmic The Lion, the Witch and the Wardrobe	Clockwork Wonder	Beowulf The Infinite Lives of Maisy Day	The Railway Children	Kensuke's Kingdom Who let the Gods out?	Alice in Wonderland
Spelling	(No Nonsense Spelling NNS) NNS Year 3 NNS Year 4	NNS Year 3 NNS Year 4	NNS Year 3 NNS Year 4	NNS Year 3 NNS Year 4	NNS Year 3 NNS Year 4	NNS Year 3 NNS Year 4	NNS Year 5 NNS Year 6	NNS Year 5 NNS Year 6	NNS Year 5 NNS Year 6	NNS Year 5 NNS Year 6	NNS Year 5 NNS Year 6	NNS Year 5 NNS Year 6
Vocabulary	Follow the Tier 2 word list from Vocabulary Ninja Words are assigned by month https://vocabularyninja.co.uk/shop/tier-2-words/			Follow the Tier 2 word list from Vocabulary Ninja Words are assigned by month https://vocabularyninja.co.uk/shop/tier-2-words/			Follow the Tier 2 word list from Vocabulary Ninja Words are assigned by month https://vocabularyninja.co.uk/shop/tier-2-words/			Follow the Tier 2 word list from Vocabulary Ninja Words are assigned by month https://vocabularyninja.co.uk/shop/tier-2-words/		
Writing genres	<p>Writing to entertain - Narrative Description Poetry</p> <p>Writing to Inform - Explanation Recount Biography Newspaper</p> <p>Writing to Persuade - Advert Letter Poster</p>						<p>Writing to entertain - Narrative Description Poetry</p> <p>Writing to Inform - Reports Biography Newspaper Essay</p> <p>Writing to Persuade - Advertising Speech Campaign</p> <p>Writing to Discuss - Argument Newspaper Review</p>					
Writing	<p>Composition - Pupils should be taught to: Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 						<p>Composition – Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 					

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors
Spelling	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>(See NC English appendix 1)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Grammar	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use conjunctions, adverbs, prepositions, mostly accurately, to inform time, place or cause. • Use conjunctions (when, so, before after, while, because) • Use adverbs (then, next, soon) • Use prepositions (before, after, during, in, because of) • Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact • Correctly use verbs in the 1st, 2nd and 3rd person • Use the perfect form of verbs to mark relationships between time and cause • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading <p>Year 3:</p> <p>Word:</p> <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [for example super-, anti-, auto-] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] <p>Sentence:</p> <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] <p>Text:</p> <ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] <p>Year 4:</p> <p>Word:</p> <p>The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Sentence:</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • 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 • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • 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 (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. <p>Year 5 -</p> <p>Word:</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Sentence:</p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] <p>Text:</p> <ul style="list-style-type: none"> • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] <p>Year 6 -</p> <p>Word:</p> <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little]. <p>Sentence:</p> <ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] <p>Text:</p>

	<p>Text:</p> <ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	<ul style="list-style-type: none"> • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Using and punctuating direct speech • Use capital letters, full stops, question marks, exclamation marks and commas for lists. • Begin to use inverted commas to indicate direct speech • Group ideas into basic paragraphs • Write under headings and sub headings 	<ul style="list-style-type: none"> • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently
Terminology for pupils	<p>Year 3 - preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks'),</p> <p>Year 4 - determiner pronoun, possessive pronoun adverbial</p>	<p>Year 5 - modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p> <p>Year 6 - subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>
Hand-writing	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.