

# WRITING LONG TERM PLAN 2023 - 24

Year 3 Term 1	Year 3 Term 2	Year 3 Term 3	Year 3 Term 4	Year 3 Term 5	Year 3 Term 6
<p>1) Use a greater variety of adjectives enough famous favourite peculiar</p> <p>2) Give appropriate titles to independent writing</p> <p>Begin to express time, place or cause using:</p> <p>3) conjunctions when before after while so because</p> <p>4) adverbs then slowly next soon therefore</p> <p>5) Use the indefinite articles a and an correctly a rock an open box</p> <p>Consistent independent use of: 6) question marks 7) exclamation marks</p> <p>8) Begin to show some consistency in sizes of lower- and upper-case letters</p> <p>9) All letters formed correctly and the right way around 10) Embed spelling rules from Years 1 and 2, paying special attention to the rules for adding suffixes</p>		<p>1) Describe a character's appearance using expanded noun phrases with appropriate punctuation his long, grey beard</p> <p>2) Make some improvements to Y3 grammar and punctuation after discussing it with a partner</p> <p>3) Separate sections of nonfiction using subheadings with adult guidance 4) Begin to use fronted adverbials of time, not necessarily with a comma When I arrived 5) Begin to express time, place or cause using prepositions before after during in because of</p> <p>6) Know how words related in meaning can form word families solve solution solver dissolve insoluble</p> <p>7) Some use of inverted commas to punctuate direct speech, not necessarily with other punctuation to separate reporting clauses, nor with new paragraphs for new speakers at this stage "Let me out" she screamed. 8) Many correct uses of: apostrophes for contracted form I'm I'll we'll</p> <p>9) Use a range of prefixes in writing anti- anti-clockwise auto- autograph im- impossible re- reappear sub- subheading super- supermarket</p> <p>10) Use the suffix -ly to form adverbs completely finally sadly usually</p> <p>11) Begin to use a selection of spelling rules and words from the Year 3 and 4 spelling rules and spelling list (see National Curriculum, pp59-65)</p>		<p>1) Use a range of adjectives and adverbs to describe a character's personality The furious witch shouted angrily</p> <p>2) Use expanded noun phrases to describe a setting A deep, cold forest</p> <p>3) Independently make some improvements to own writing based on grammar and punctuation rules in Y3</p> <p>4) With guidance, use new paragraphs to signal changes of time, place, topic or speaker Begin to use fronted adverbials of</p> <p>5) place Near the door</p> <p>6) manner In a hurry (not necessarily with a comma)</p> <p>7) Begin to use pronouns to avoid repetition she he they we us</p> <p>8) Use the present perfect instead of the simple past He has gone out to play rather than He went out to play</p> <p>9) Recognise subordinate clauses Although she was hungry , Cherry went without lunch.</p> <p>10) Many correct uses of apostrophes for the possessive (singular) the girl's bag</p> <p>11) Confidently explain why contracted forms are used and give examples isn't you're she'd we'll mustn't it'd 12) Consistent use of inverted commas</p> <p>13) When using -ly and -ally suffixes: change y to i happy à happily change -le to -ly gentle à gently add - ally to - ic endings basic à basically</p> <p>14) Know when to (and when not to) double consonants before adding prefixes forge tt ing forgo tt en begi nn er prefe rr ed garde n ing limited 15) Spell half of the words from the Year 3 and 4 spelling word list (see National Curriculum, pp64)</p> <p>16) Begin to join some letters</p>	
Year 4 Term 1	Year 4 Term 2	Year 4 Term 3	Year 4 Term 4	Year 4 Term 5	Year 4 Term 6
<p>1) Choose suitable headings and subheadings in the appropriate text types from a list of suggestions</p> <p>2) Mostly correct use of pronouns to avoid repetition she he they we us</p> <p>3) Use subordinating conjunctions with support when if as because although</p>		<p>1) Begin to use expanded noun phrases The scruffy old man with a grey beard 2) Choose suitable headings and subheadings in the appropriate text types</p> <p>3) Begin to independently use new paragraphs to signal changes of time, place, topic or speaker</p>		<p>1) Confident and independent use of expanded noun phrases The scruffy old man with a grey beard</p> <p>2) Consistently use a range of pronouns including possessive hers ours theirs 3) Use prepositions to express time and cause We'll meet up on Tuesday. Lessons start at 9am.</p>	

<p>Consistently correct use of: 4) apostrophes for contracted form I'm I'll we'll</p> <p>5) apostrophes for the possessive (singular) the girl's bag</p> <p>6) Independent spelling of a range of Year 3 and 4 spelling words, possibly with some errors (see National Curriculum, pp59-65)</p> <p>7) Check spellings in a dictionary with support from an adult or child.</p>		<p>4) Use adverbs to express time and cause You must pay before you leave. Now that the contract is signed, the job must be done.</p> <p>5) Use has or have to write in the present perfect I have (or I've ) been to London. She has (or she's ) finished her work.</p> <p>6) Begin to use a wider range of subordinating conjunctions when if as because although</p> <p>7) Standard English form for verb inflections instead of local spoken forms we were instead of we was; I did instead of I done</p> <p>Some correct use of the following Year 4 punctuation when writing dictated sentences: 8) plural possessive apostrophes girls' boys' children's 9) commas after fronted adverbials of time, place and manner When I arrived, Near the door, In a hurry, 10) Some correct use of speech punctuation including inverted commas and punctuation such as commas to separate reporting clauses from speech The monster exclaimed, "Get out!"</p> <p>11) Correct independent spelling of words from the Year 3 and 4 spelling rules and spelling list with few errors (see National Curriculum, pp59-65) 12) Sometimes show which letters are best left unjoined 13) Independently use the first three letters of a word to check its spelling in a dictionary</p>		<p>4) Begin to use commas to separate clauses in complex sentences when the subordinate clause comes first Because it was raining, I took my umbrella.</p> <p>Mostly correct use of the following Year 4 punctuation when writing dictated sentences: 5) plural possessive apostrophes girls' boys' children's 6) commas after fronted adverbials of time, place and manner When I arrived, Near the door, In a hurry,</p> <p>7) Consistently correct independent spelling of words from the Year 3 and 4 spelling rules and spelling list (see National Curriculum, pp59-65)</p> <p>8) Ensure that upstrokes and downstrokes are always parallel.</p>	
Year 5 Term 1	Year 5 Term 2	Year 5 Term 3	Year 5 Term 4	Year 5 Term 5	Year 5 Term 6
<p>1) Independently use a thesaurus to choose suitable vocabulary and edit own writing</p> <p>2) Consistently use new paragraphs to signal changes of time, place, topic or speaker</p> <p>3) Consistently write complex sentences, using commas when appropriate Because it was raining, I took my umbrella.</p> <p>4) Work with a partner to assess the effectiveness of their own and others' writing, making improvements as a consequence</p> <p>5) Consistently correct use of speech punctuation including inverted commas and punctuation such as commas to separate reporting clauses from speech The monster exclaimed, "Get out!"</p> <p>6) Independently use a dictionary to check spellings</p>		<p>1) Describe settings through the experiences of characters The sound of the rushing water interrupted her train of thought</p> <p>2) Accurately reproduce the main conventions of the text type as presented through modelled writing</p> <p>3) Link paragraphs using fronted adverbials of time When they arrived, After managing to drag myself out of bed,</p> <p>4) Use tense mostly consistently throughout pieces of writing 5) Use the perfect form of verbs The referee had blown his whistle before the ball crossed the line. 6) Recognise and use verb phrases Lydia is coming with us I can help you with your work</p> <p>7) Begin to recognise and use relative clauses who which where when whose that (or with an implied pronoun – I didn't like the presents [that] I got for my birthday)</p>		<p>1) Précis longer passages, making appropriate decisions about what to include and what to omit</p> <p>2) Use the subjunctive form in formal writing She demanded that he leave the building. If I were in charge, there would be major changes.</p> <p>3) Begin to use modal verbs to indicate degrees of possibility must must not will ought to could might</p> <p>4) Begin to use modal adverbs for degrees of possibility perhaps certainly</p> <p>5) Independently recognise and use relative clauses who which where when whose that (or with an implied pronoun – I didn't like the presents [that] I got for my birthday)</p> <p>6) Use hyphens to avoid ambiguity in writing man eating shark versus man-eating shark</p>	

		<p>8) Edit and make improvements to spelling and punctuation in own writing without support</p> <p>9) Colons to introduce a list 10) Bullet points punctuated consistently Consistently correct use of the following Year 4 punctuation when writing dictated sentences:</p> <p>11) plural possessive apostrophes girls' boys' children's</p> <p>12) commas after fronted adverbials of time, place and manner When I arrived, Near the door, In a hurry,</p> <p>13) Many correct independent spellings of words from the Year 3 and 4 spelling rules and spelling list (see National Curriculum, pp59-65)</p> <p>14) Beginning to use Year 5 and 6 spelling words in writing with support (see National Curriculum, pp66-72)</p> <p>15) Independently join most letters correctly, with occasional omissions permitted</p>		<p>7) Begin to use brackets for parenthesis Ivy (my best friend) came to my house</p> <p>8) Some correct spellings of words from the Year 5 and 6 spelling rules and spelling list without support (see National Curriculum, pp66-72) 9) Use suffixes to convert nouns or adjectives into verbs -ate -ise -ify pollen à pollinate apology à apologise solid à solidify 10) Use verb prefixes dis- de- mis- re- re-enter misbehave</p>	
Year 6 Term 1	Year 6 Term 2	Year 6 Term 3	Year 6 Term 4	Year 6 Term 5	Year 6 Term 6
<p>1) Some description of setting and character Simple use of adjectives / adverbs</p> <p>2) Use of tension Alone in her room. Alone at night. Alone in the dark. 3) Write for a range of purposes Persuade / Inform / Entertain / Discuss</p> <p>4) Devices to structure the writing &amp; support the reader e.g. headings, subheadings, bullet points 5) Use paragraphs to organise ideas</p> <p>6) Use different verb forms mostly accurately Show tense in irregular verbs, e.g. ran, sat, was, were</p> <p>7) Use some coordinating conjunctions and but or so 8) Use some subordinating conjunctions because when as although if despite</p> <p>9) Mostly accurate punctuation: capital letters full stops question &amp; exclamation marks commas for lists apostrophes for contracted form 10) Use of ellipsis to end paragraphs as appropriate</p> <p>11) Mostly correct spelling of words from the Year 3 and 4 spelling rules and spelling list (see National Curriculum, pp59-65)</p> <p>12) Independent spelling of a small range of Year 5 and 6 spelling words, possibly with some errors (see National Curriculum, pp66-72)</p>		<p>1) Create atmosphere Detailed description of setting, character and/or events inc. exp. noun phrases 2) Consistent use of expanded noun phrases The scruffy old man with a grey beard 3) Dialogue tells us more about characters "Obey me!" bellowed the wizard, threateningly. 4) Action advanced by dialogue "Open the door!" she pleaded.</p> <p>5) Use appropriate vocabulary for the formality of the text type</p> <p>6) Use appropriate grammatical structures for the formality of the text type</p> <p>7) Write effectively for a range of purposes First person (diary) Direct address (instructions / persuasive writing) Contracted form (to convey formality)</p> <p>8) Use adverbials of time, place and manner within paragraphs and to link paragraphs For example, ... The next morning, ... Outside the window, ... Jumping to his feet, ...</p> <p>9) Use pronouns and synonyms to avoid repetition they / theirs robot / machine / device</p> <p>10) Use conjunctions to create cohesion within sentences She grabbed her bag before darting through the door.</p> <p>11) Use passive verbs appropriately They were thrown into the dungeon</p>		<p>1) Distinguish between the language of speech and writing Colloquialisms Contracted forms</p> <p>2) Independently select forms for particular writing purposes, based on what they have read characterisation / structure</p> <p>3) Occasional short sentences for effect</p> <p>4) Multiple tenses used correctly within one text 5) Variety of modal verbs used to show a point of view should can would</p> <p>6) Mostly correct use of colons to mark independent clauses</p> <p>7) Mostly correct use of semi-colons to mark independent clauses</p> <p>8) Consistently correct use of dashes and hyphens</p> <p>9) Consistently correct independent spelling of words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-72)</p> <p>10) Write with improved legibility, fluency and speed</p> <p>11) Choose whether or not to join appropriate letters</p>	

	<p>12) Use modal verbs for degrees of possibility must could ought to</p> <p>13) Use modal adverbs to indicate degrees of possibility perhaps surely certainly</p> <p>14) Consistent use of tense</p> <p>15) Use a wide range of clause structures Main clause à subordinate clause Subordinate clause à main clause 'Embedded' clause s</p> <p>16) Adverbs within sentences carefully well more lazily hungrily</p> <p>17) Preposition phrases under the ocean through the door</p> <p>18) Consistently correct speech punctuation including commas, full stops, question &amp; exclamation marks</p> <p>19) Commas for clarity of meaning I like cooking, dogs and children.</p> <p>20) Parenthesis brackets pairs of dashes Some use in writing of:</p> <p>21) semi-colons ; 22) dashes - 23) colons : 24) hyphens -</p> <p>25) Independently spelling most words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-72)</p> <p>26) Produce legible, largely joined handwriting.</p>	
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