

Literacy - Writing Long Term Plan Semi-Formal and Formal

| Phase | Text Focus | Year A | | | Year B | | |
|---|--------------------|--|--|------------------------|---------------------------------------|--|------------------------------------|
| | | Autumn | Spring | Summer | Autumn | Spring | Summer |
| KS1 | Fiction | Traditional Tales and Fairy Tales | Texts with Predictable Patterns | Rhyming Stories | Stories With Familiar Settings | Rhyme and Rhythm | Stories from Other Cultures |
| Composition | | Retell a story | Exploration of Vocabulary Choices | Rhyming aloud | Planning together | Exploring Patterns Orally - Make an addition | Oral story telling |
| Transcription Fine Motor/Writing | | Letter formation direction | Alphabet shapes | Patterns | Size and shape | Spacing | Names |
| | Non-Fiction | Instructions | Information texts | Recount | Recount | Information texts | Instructions |
| Composition | | Thinking aloud | Lists | Verbs | Write about real Events | Diagrams | Using illustrations |
| Transcription Fine Motor/writing | | Numbers and digits | Starting and finishing | Capital Letters | Letter formation direction | Size and direction | Starting and finishing |
| LKS2 | Fiction | Stories with Familiar Settings | Stories with fantasy settings | Nonsense texts | Stories from other Cultures | Poetry | Traditional Tales |

| | | | | | | | |
|---|--------------------|-----------------------------------|---|--------------------------------|--|--|----------------------------|
| Composition | | Using personal experiences | Adjectives | Sequencing and structure | Using new vocabulary | Building description | Awareness of Audience |
| Transcription Fine Motor/Writing | | Size and spacing | Alphabet skills | Punctuation | Names and places | Size and direction | Spacing |
| | | Recounts/ timelines | Letters | Instructions | Research | Questions | Labels and Captions |
| Composition | | Past tense | Present tense | Lists | Writing for self <i>Notes, key word information</i> | Checking for sense <i>Colourful Semantics</i> | Organisation and layout |
| Transcription Fine Motor/Writing | | Starting and finishing | Lower and Upper Case | Numbers and letters | Numbers, letters and bullet points | Letter Formation | Lower and upper case |
| UKS2- semi formal | Fiction | Plays | Poetry | Myths and Legends | Fiction | Texts with Imagery | Comics |
| Composition | | Using intonation | Oral rehearsal | Using vocabulary from reading | Creative Writing for narratives | Creating Captions with description | Direct speech |
| Transcription Fine Motor/Writing | | Presenting for a specific purpose | Presenting for an unknown audience <i>Typing/Symbols</i> | Size, shape and direction | Size, shape and direction | Planning and preparation | Presenting spoken language |
| | Non-Fiction | Interviews and Questions | Advertisements | Using Information Texts | Recipes and Instructions | Recount | Newspapers |
| Composition | | Understanding of audience | Using personal pronouns | Pictures and captions | Positional language | Past and Present | Headings and subheadings |

| | | | | | | | |
|---|-------------------------|---|--|--|---------------------------------------|---|---|
| Transcription Fine Motor/writing | | Writing for self | Developing control and coordination | Using nouns | Presenting for unknown audience | Developing control and coordination | Using a range of organisational features |
| UKS2- formal | Fiction | Plays | Poetry | Myths and Legends | Fiction | Texts with Imagery | Comics |
| Composition | | Using intonation | Oral recital | Using vocabulary from reading | Creative Writing for narratives | Creating Captions with description | Direct speech |
| Transcription Fine Motor/Writing | | Presenting for a specific purpose | Presenting for an unknown audience <i>Typing/Symbols</i> | Size, spacing and direction | Size, spacing and direction | Planning and preparation | Presenting spoken language |
| | Non- Fiction | Interviews and Questions | Advertisements | Using Information Texts | Recipes and Instructions | Recount | Newspapers |
| Composition | | Understanding of audience | Using personal pronouns | Headings and subheadings | Positional language | Past and Present | Pictures and captions |
| Transcription Fine Motor/writing | | Writing for self | Punctuation for a purpose | Using proper nouns/coordinating conjunctions | Presenting for unknown audience | Punctuation for a purpose | Using a range of organisational features |
| KS3 Semi Formal | | Pre 1914 Adventure | Shakespearean texts | Poetry | Fables | Myths and Legends | Plays |
| Composition | Fiction | Make choices to describe characters | Sequencing sentences | Imitation for creation | Warnings – Oral mapping | Using Vocabulary from text | Make simple additions |

| | | | | | | | |
|---|--------------------|---|---|---|--|---|---|
| Transcription Fine Motor/writing | | Using comfortable writing practice | Using consistent size and direction | Presenting for an unknown audience | Presenting for meaning | Using comfortable writing practice | Presentatio n for a known audience |
| | Non-Fiction | Diaries | Newspapers | Autobiographies | Non-Fiction Texts | News articles | Thesaurus and dictionaries Instructional Texts |
| Composition | | Chronological order | Statements of fact | Statements of opinion | Non-Chorological reports - planning | Introductions | To use new vocabulary |
| Transcription Fine Motor/writing | | First Person – use of I | Verbs/Adverbs <i>Colourful Semantics</i> | Presentation and layout of text | Drafting for self | Presenting for an unknown audience | Use knowledge of alphabet <i>for letter formation</i> |
| KS3 Formal | Fiction | Pre 1914 Adventure | Shakespearian Texts | Poetry | Fables | Myths and Legends | Plays |
| Composition | | Make choices to create characters, settings, and plot | To use appropriate vocabulary choices | Oral composition and rehearsal of verse | To use ideas from reading in planning | To use a range of specific vocabulary choices | To make additions and revisions |
| Transcription Writing/Grammar | | To maintain tense/subject verb agreement | To use simple compound sentences | To use a range of sentence structures | To maintain tense/subject verb agreement | To use a range of punctuation | Structure writing for known audience |

| | | | | | | | |
|-------------------------------------|-------------|--|---|--|--|---------------------------------------|---|
| | Non-Fiction | Diaries | Newspapers | Autobiographies | Non-Fiction Texts | News Articles | Thesaurus and Dictionaries Instructional Texts |
| Composition | | Chronological order | Statements of Fact and Opinion | Use direct speech | Non-chronological reports – planning using appropriate structure | Paragraph structure | To use specific and technical vocabulary |
| Transcription Writing/Grammar | | Coordinating conjunctions | Expanded noun phrases | Use of a range of features for an unknown audience | To use a variety of compound sentences | To use a range of sentence structures | Use spelling knowledge to access dictionary |
| Years 9-11 Semi Formal | Fiction | Musicals/ Screen plays | 19 th Century Texts | Poetry Since 1789 | Shakespearean Plays | 20 th Century Texts | Current Poetry |
| Composition | | Building description with adjectives | Developing Intonation <i>Creative Writing Speech</i> | Use of similes | Oral composition of prose | Sequencing narrative | To use adjectives to engage the reader |
| Transcription Fine Motor/writing | | Using comfortable writing practice and style | Presenting writing for an unknown audience | Presenting writing for display | Presenting writing for a familiar audience | Use of proper nouns and pronouns | Presenting writing to share |
| | Non-Fiction | Biographies | Newspapers | Instructional Texts | Advertisements | Timelines and factsheets | Recounts |

| | | | | | | | |
|----------------------------------|--------------------|--|---|---|---|---------------------------------------|--|
| Composition | | Statements of fact | Headlines and captions | Chronological steps | Exaggeration | Pictures and captions | Writing about real life events |
| Transcription | | Organisation of text | Past tense | Capitals, numbers, and bullet points | Punctuation for a purpose | Adverbials of time or place | Pronouns |
| Writing | | | | | | | |
| Years 9-11 Formal | Fiction | Musicals/Screen Plays | 19th Century Texts | Poetry Since 1798 | Shakespearean Plays | 20th Century Texts | Current Poetry |
| Composition | | Oral composition of sentences including dialogue | Developing characters, setting and plot | Use of similes, metaphors, and repetition | Oral composition and revision of prose | Letter writing | Select appropriate form and style based upon reading |
| Transcription | | Check handwriting for readability | Review and revision of writing | Developing presentation for an unknown audience | Writing for performance | Features of a formal/informal letter | Standards of writing for task |
| Writing/Spelling /Grammar | | | | | | | |
| | Non-Fiction | Biographies | Newspapers | Instructional Texts | Advertisements | Timelines and factsheets | Recounts |
| Composition | | Structuring facts | Specific features of reports | Detailed information/precise vocabulary | Range of appropriate features of persuasion | Pictures, captions and subheadings | Real events Facts and opinions |
| Transcription | | Expanded noun phrases. | Correct tense/ subject verb agreement | Coordinating /subordinating conjunctions | Range of appropriate punctuation | Correct tense/ subject verb agreement | Coordinating /subordinating conjunctions |
| Writing/Grammar /Spelling | | Proof reading for readability | | | | | |

| | | | | | | | |
|--|--|--|----------------------------|--------------------------------|--------------------------|----------------------------|--------------------------------|
| | | | Proof reading for audience | Proof reading for improvements | Proof reading for impact | Proof reading for audience | Proof reading for improvements |
|--|--|--|----------------------------|--------------------------------|--------------------------|----------------------------|--------------------------------|

Years 9-11 Year C

| Phase | Text focus | Autumn | Spring | Summer |
|---|--------------------|---|--|---|
| Years 9-11 Semi Formal | | | | |
| | Fiction | Texts with Imagery | 21st Century Texts | Myths and Legends |
| Composition | | Creative captions | Exploring illustrations | Building description |
| Transcription Fine Motor/writing | | Using comfortable writing practice, style, and tools | Presenting writing for unfamiliar audience | Presenting work for display |
| | Non-Fiction | Thesaurus and Dictionaries And factual Books | Letters | Diaries |
| Composition | | Appropriate vocabulary selection | Use informal tone | Write simple sentences |
| Transcription Fine Motor/writing | | Use alphabet skills | Write to a familiar audience | Write for self |
| Years 9-11 Formal | Fiction | Text with Imagery | 21st Century Texts | Myths and Legends |
| Composition | | Ambitious word choices | To utilise ideas from reading | Use a range of sentence structures |
| Transcription Writing/Grammar | | Coordinating /subordinating conjunctions Proof reading for meaning | Use of consistent tense/subject verb agreement | Expanded noun phrases. Proof reading for readability |

| | | | | |
|--|--------------------|---|--|--|
| | | | To plan for specific audience | |
| | Non-Fiction | Thesaurus and Dictionaries And factual Books | Letters | Diaries |
| Composition | | Writing to inform To use a range of appropriate features to organise writing | Use of informal and formal tone | Building description in the detail |
| Transcription Writing/Grammar | | Range of appropriate punctuation Proof read for audience | Correct tense/subject verb agreement Proof read for meaning | Expanded noun phrases Proof read for improvements |

| Text and Literature (Weekly Timing) | | |
|-------------------------------------|------------------------|--|
| | Semi-formal | Formal |
| KS1 | 60 mins (or 2x30 mins) | |
| LKS2 | 60 mins (or 2x30 mins) | |
| UKS2 | 60 mins (or 2x30 mins) | 60 mins (or 2x30 mins) |
| KS3 | 60 mins (or 2x30 mins) | 60 mins (or 2x30 mins) |
| Year 9,10,11 | 60 mins (or 2x30 mins) | Combined Entry level/ GCSE English (3 hours) |
| KS5 | N/A | |

| Writing and Fine Motor Skills (Weekly Timing) | | |
|---|------------------------------------|---|
| | Semi-formal | Formal |
| KS1 | 60 mins (or 2x30 mins) | |
| LKS2 | 60 mins (or 2x30 mins) | |
| UKS2 | 60 mins (or 2x30 mins) | 60 mins (or 2x30 mins) |
| KS3 | 60 mins (or 2x30 mins) | 60 mins (or 2x30 mins) |
| Year 9,10,11 | 60 mins (or 2x30 mins) | Combined Entry level/ GCSE English (3 hours) |
| KS5 | Incorporated into Strand 6 pathway | |

| Myths and Legends | Poetry |
|--|---|
| Using vocabulary from reading | Oral recital |
| Size, spacing and direction | Presenting for an unknown audience <i>Typing/Symbols</i> |
| Using Information Texts | Advertisements |
| Headings and subheadings | Using personal pronouns |
| Using proper nouns/coordinating conjunctions | Punctuation for a purpose |