



## Writing: Long Term Planning KS2

Term	Writing Skills	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<b>Handwriting</b>	As well as recapping on handwriting skills from year 2...  1 <sup>st</sup> Use diagonal stokes needed to join Letters. 2 <sup>nd</sup> Use horizontal stokes needed to join letters.	1 <sup>st</sup> Use and embed diagonal and horizontal stokes that are needed to join letters. 2 <sup>nd</sup> begin to understand which letters when adjacent to each other are best left un-joined to support writing fluency and legibility. (b, p, s, x)	Continue to Increase the legibility, consistency and quality of handwriting.  • Ensure that down stokes of letters are parallel and an equal distance	1 <sup>st</sup> allow children to develop their own personal fluent joined handwriting style. If needed continue to Increase the legibility, consistency and quality of handwriting.  • Ensure that down stokes of letters are parallel and an equal distance  Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
	<b>Punctuation &amp; Grammar</b>	1 <sup>st</sup> use a range of sentences with more than one clause by using a wider range of conjunctions. ( <b><u>If, when, because and although</u></b> ) 2 <sup>nd</sup> Begin to use inverted commas for some direct speech.	1 <sup>st</sup> use a range of sentences with more than one clause by using conjunctions in different places. 2 <sup>nd</sup> Use a wide range of conjunctions such as, although, however, despite, as well as 3 <sup>rd</sup> use the correct article 'a' or 'an'	Recap on Year 4s Punctuation and Grammar from the Spring and Summer Term. 1 <sup>st</sup> Ensure that the correct and consistent use of tense throughout a piece of writing 2 <sup>nd</sup> start sentences in different ways.	Recap on Year 5s Punctuation and Grammar from the Spring and Summer Term. 1 <sup>st</sup> Use the correct tense throughout a piece of writing. 2 <sup>nd</sup> Use commas correctly to mark phrases and clauses to clarity 3 <sup>rd</sup> Use a colon, semi colon and dash to mark the boundary between independent clauses. <b>(use of the colon to introduce a list and use of a semi colon within the lists)</b> 4 <sup>th</sup> Use layout devises such as, headings and bullet points to list information. 5 <sup>TH</sup> Begin to draft work so that it enhances meaning. 6 <sup>th</sup> Adapt grammar choices for effect.
	<b>Composition</b>	1 <sup>st</sup> Planning- discuss writing before recording. 2 <sup>nd</sup> Write non- narrative using simple organisation devices. (Headings and sub headings)	1 <sup>st</sup> discuss writing similar to that that. They are planning in order that they can learn from its structure, vocabulary and grammar. 2 <sup>nd</sup> discuss and record ideas. 3 <sup>rd</sup> Write from memory simple dictated sentences that include words and punctuation taught.	1 <sup>st</sup> Organise writing into paragraphs to show different information or events. (TIP TOP Time , Place, Topic, Person Speaking)	1 <sup>st</sup> use a thesaurus to develop word understanding. 2 <sup>nd</sup> build a bank of synonyms. ( <i>Synonyms are words that have the same, or almost the same, meaning as another word</i> ) 3 <sup>rd</sup> - build a bank of antonyms ( <i>words that have the opposite meaning</i> )

			Narrative writing is organised in a clear sequence with a basic beginning, middle and ending.		
	<b>Spelling</b>	1 <sup>st</sup> explore dictionaries and look up simple words. 2 <sup>nd</sup> Organise / sequence words that start with the same letter, eg, cat, cart, crumbs.	1 <sup>st</sup> begin to spell words with additional prefixes. (ation & ous )	1 <sup>st</sup> Proof read work for spelling and punctuation marks. 2 <sup>nd</sup> form verbs with prefixes, for example, dis, de, mis 3 <sup>rd</sup> Use the first three or four letters of a word to check spellings.	1 <sup>st</sup> use a range of spelling strategies not just phonics. 2 <sup>nd</sup> use a dictionary to check spelling and meaning 3 <sup>rd</sup> proof read / edit work to check for <ul style="list-style-type: none"> <li>• Spellings (focus on Year 3, 4 ,5 word list)</li> <li>• Punctuation errors</li> </ul>
Autumn 2	<b>Handwriting</b>	Continue to reinforce Autumn 1's handwriting skills understand which letters when adjacent to each other are best left unjoined.	<b>Reinforce skills from Autumn Term 1</b> 1 <sup>st</sup> to fully understand which letters when adjacent to each other are best left un joined including, b, p, s, x (personalised on the child)	<b>Reinforce skills from Autumn Term 1</b> 1 <sup>st</sup> Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	<b>Reinforce handwriting skills from term 1</b>
	<b>Punctuation &amp; Grammar</b>	<b>As well as reinforcing the objectives in Autumn one.</b> 1 <sup>st</sup> Use the determiners 'a' 'an' and 'the' appropriately. (an apple, a house, the yellow car) 2 <sup>nd</sup> Begin to understand use adverbs that express time. (Then , next, soon) 3 <sup>rd</sup> Introduce paragraphs as a way of grouping related material. <ul style="list-style-type: none"> <li>• Headings</li> <li>• Subheadings</li> </ul>	As well as reinforcing the Autumn 1 1 <sup>st</sup> open sentences in different ways to create effects. 2 <sup>nd</sup> begin to use appropriate nouns or pronouns to within and across sentences to support cohesion and avoid repetition.	<b>Recap on Autumn term 1</b> 1 <sup>st</sup> Use a thesaurus for alternative word choices. 2 <sup>nd</sup> Use commas to clarify meaning or avoid ambiguity in writing. 3 <sup>rd</sup> Use stylistic devices to create effects in writing eg similes, metaphor, personification. 4 <sup>th</sup> begin to use modal verbs or adverbs to indicate degrees of possibility.	<b>Recap on Autumn1 Punctuation and Grammar.</b> 1 <sup>st</sup> Show how hyphens can be used to avoid ambiguity. 2 <sup>nd</sup> Use layout devices such as, tables, subheadings, headings and columns to structure texts. 3 <sup>rd</sup> continue to draft work so that it enhances meaning
	<b>Composition</b>	<b>As well as reinforcing skills from Autumn term 1</b> 1 <sup>st</sup> Proof read for spelling and punctuation errors 2 <sup>nd</sup> . Read aloud to a group or whole class, begin to use appropriate intonation and tone.	1 <sup>st</sup> write a narrative with clear structure, setting, characters and plot.	1 <sup>st</sup> show that writing aims for a range of audiences and the purpose of writing is to inform, entertain or persuade. 2 <sup>nd</sup> begin to proof/edit read for spelling and punctuation errors. 3 <sup>rd</sup> continue to add well chosen detail to interest the reader.	1 <sup>st</sup> Create an atmosphere and describe settings using Antonyms and synonyms. 2 <sup>nd</sup> use paragraphs correctly so that each one has a clear topic and has a signal of change in time, place or event. <b>3<sup>rd</sup> Add detail to writing by...</b> <ul style="list-style-type: none"> <li>• Using expanded noun phrases to add precision, detail and qualification.</li> </ul> 3 <sup>rd</sup> use a range of cohesive devices including adverbs within and across sentences and paragraphs.
	<b>Spelling</b>	<b>As well as focusing on skills from Autumn 1 ...</b>	1 <sup>st</sup> begin to spell words with additional prefixes (ion & ian)	<b>As well as Reinforcing objectives from Autumn term 1</b>	1 <sup>ST</sup> Spell most words with silent letters

		1 <sup>st</sup> begin to use the first two or three letters in a word to check its spelling in a dictionary. 2 <sup>nd</sup> Revisit suffixes from Year 2 ment, ness, ful, less, and ly 3. Begin to write from memory simple sentences that are dictated by the teacher that include key words and punctuation that has been taught so far.	2 <sup>nd</sup> Use plural 's' and possessive 's' correctly. (The girls were playing football. The girls' football boots. The girl's football boots)	1 <sup>st</sup> Spell words with silent letters. 2 <sup>nd</sup> distinguish between homophones and other words that are easily confused.	2 <sup>nd</sup> proof read / edit work to check for <ul style="list-style-type: none"> <li>Spellings (focus on Year 5 and 6 word list)</li> </ul> 3 <sup>rd</sup> begin to use the correct homophone Advice/advise Device/devise Licence/license Practice/practise Prophecy/prophesy
Spring 1	<b>Handwriting</b>	Continue to work on the handwriting skills from Autumn term.	Begin to Increase the legibility, consistency and quality of handwriting. <ul style="list-style-type: none"> <li>Ensure that down stokes of letters are parallel and an equal distance</li> <li>Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	<b>Reinforce Term One if needed</b>	<b>Reinforce Term One if needed</b>
	<b>Punctuation &amp; Grammar</b>	1 <sup>ST</sup> Understand the purpose of adverbs 2 <sup>nd</sup> use adverbs effectively in writing 3 <sup>rd</sup> begin to understand the use of apostrophes for possession, Including plural possession.	1 <sup>st</sup> Continue to focus on using appropriate nouns or pronouns to within and across sentences to support cohesion and avoid repetition. 2 <sup>nd</sup> make improvements to writing by proposing changes to... Grammar and Vocabulary <ul style="list-style-type: none"> <li>Commas after fronted adverbials</li> <li>Accurate use of pronouns</li> <li>To recognise when a spelling is incorrect and changing it.</li> </ul>	<b>Recap on Autumn terms skills.</b>  1 <sup>st</sup> Use colons to introduce a list. 2 <sup>nd</sup> Use inverted commas and other punctuation to accurately indicate direct speech. 3 <sup>rd</sup> Use relative clauses beginning with <b>who, which, where, when whose, that or with</b> an implied. 4th	1 <sup>st</sup> use the correct a range of cohesive devices, including adverbials within and across sentences and paragraphs. 2 <sup>nd</sup> Ensure correct subject/ verb agreement in singular and prural. 3 <sup>rd</sup> Use a wide range of clause structures sometimes varying their position within a sentence. 4 <sup>th</sup> Use structures typical of formal speech (subjunctive forms- <b>If I were/ Were they to come or question tags- He is your friend isn't he?</b>
	<b>Composition</b>	1 <sup>st</sup> plan writing by recording ideas ( Time line, flowchart, spider diagram, jottings) 2 <sup>nd</sup> look at and discuss different models of writing, taking account of purpose and audience 3 <sup>rd</sup> write a narrative with a clear structure, setting, characters and plot.	1 <sup>st</sup> write a narrative with clear structure, setting, characters and plot. Include key vocabulary and grammar choices that link to the style of writing (eg scientific words/ historical words/words that fit with the context, eg science fiction)	<b>Recap on Autumn Terms objectives</b> 1 <sup>st</sup> link ideas with paragraphs connecting with adverbs and adverbials for time, place or how. 2 <sup>nd</sup> continue to proof read for spelling and punctuation errors 3 <sup>rd</sup> ensure there is correct verb subject agreement when using singular and plural. Distinguishing between the language of speech and	<b>As well as reinforcing skills from the Autumn term</b> 1 <sup>st</sup> describe and integrate dialogue to convey character and advance the action. 2 <sup>nd</sup> use inverted commas correctly in dialogue.

				writing and choosing the appropriate register.	
	<b>Spelling in writing</b>	1 <sup>st</sup> begin to spell words with additional prefixes and suffixes and understand how to add them to root words from nouns (using super, anti and auto) 2 <sup>nd</sup> begin to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.	1 <sup>st</sup> 2 <sup>nd</sup> recognise and spell additional homophones (accept/except; Whose/who's;	<b>As well as reinforcing spelling from autumn term.</b> 1 <sup>st</sup> convert nouns and adjectives into verbs by adding a suffix for example, <b>ate, ise, ify.</b>	2 <sup>nd</sup> Focus on other words homophones that children often get confused. Altar/alter Ascent/assent Bridle/bridal Cereal/serial Farther/father Morning/mourning Guess /guest (please see year 6 word list for more examples )
Spring 2	<b>Handwriting</b>	<b>Reinforce the handwriting skills from Autumn term.</b>	Increase the legibility, consistency and quality of handwriting. <ul style="list-style-type: none"> <li>Down strokes of letters are parallel.</li> <li>Lines of writing are spaced sufficiently so that ascenders and descenders do not touch</li> </ul>	Continue Increasing the legibility, consistency and quality of handwriting <b>if needed.</b>	Continue Increasing the legibility, consistency and quality of handwriting <b>if needed.</b>
	<b>Punctuation &amp; Grammar</b>	1 <sup>st</sup> Use apostrophes for possession with increasing accuracy. Including plural possession. 2 <sup>ND</sup> Use conjunctions, adverbs and prepositions to express time and cause (The next thing, next, soon, so, before, after, during, in because of 3 <sup>rd</sup> Introduce using commas to mark clauses.	<b>As well as recapping on punctuation and grammar from Autumn 2 Spring 1.</b> 1 <sup>st</sup> use the apostrophe for omission and possession. 2 <sup>nd</sup> Secure the use of punctuation in direct speech including a comma after the reported clause. (the conductor shouted, sit down) 3 <sup>rd</sup> Use expanded noun phrases with modifying adjectives. For example, <b>The strict teacher with curly hair.</b>	<b>As well as recapping on punctuation and grammar from Autumn 2 and Spring 1.</b>  1 <sup>st</sup> Begin to use brackets, dashes or commas to indicate parenthesis. 2 <sup>nd</sup> begin to use the perfect form of verbs to mark relationships of time and cause eg <b>she has gone on holiday and is not back yet. The coach has left without you because you have just arrived late.</b>	<b>As well as Recapping on punctuation and grammar from Autumn 2 Spring 1.</b> 1 <sup>st</sup> use a range of verb forms to create subtle meanings. 2 <sup>nd</sup> ensure imaginative words are used precisely and appropriately to create impact and enhance meaning. 3 <sup>rd</sup> Use the passive voice to present information differently 4 <sup>th</sup> Consider how authors have developed characters and settings.
	<b>Composition</b>	1 <sup>st</sup> make improvement to writing by proposing changes to grammar and vocabulary to improve consistency. 2 <sup>nd</sup> use accurate pronouns 3 <sup>rd</sup> Assess writing with peer 4 <sup>th</sup> self assess/ edit writing	<b>As well as reinforcing skills from Spring 1</b> 1 <sup>st</sup> begin to open paragraphs with topic sentences and organise them around a theme (boxing up method independently; five part story volcano; chunking their writing into paragraphs- then use this to ensure accurate paragraphs and know how to demarcate them.	1 <sup>st</sup> Develop characters through action description and dialogue. 2 <sup>nd</sup> Ensure that settings create atmosphere and also indicate a change.	1 <sup>st</sup> Perform compositions, using appropriate intonation, volume and movement so that meaning is clear. <b>Evaluate and edit</b> 2 <sup>nd</sup> Continue to proof read for spelling and punctuation errors. 3 <sup>rd</sup> Assess the effectiveness of their own writing and others. 4 <sup>th</sup> Ensure the consistency of the correct use of tense throughout the piece of writing.
	<b>Spelling</b>		<b>Reinforce objectives from Autumn term and Spring 1</b>	<b>Reinforce objectives from Autumn term and Spring 1</b>	Reinforce objectives from Autumn term and Spring 1

		<p>1<sup>st</sup> Spell identified commonly misspelt words from the Year 3 and 4 words list.</p> <p>2<sup>nd</sup> spell further homophones</p> <p>3<sup>rd</sup> spell words often mis spelt</p>	<p>1<sup>st</sup> recognise and spell additional homophones peace/piece; meddle/medal</p> <p>2<sup>nd</sup> identify commonly mis-spelt words from the Year 3/4 word list. recognise and spell additional homophones (accept/except; Whose/who's; weather/whether; peace/piece; meddle/medal</p>		
Summer 1	<b>Handwriting</b>	<p><b>Reinforce the handwriting skills from Autumn and spring term.</b></p> <p>1<sup>st</sup> begin to increase the legibility of handwriting.</p>	<p>Increase the legibility, consistency and quality of handwriting.</p> <ul style="list-style-type: none"> <li>Ensure that down strokes of letters are parallel and an equal distance</li> </ul> <p>Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	Continue Increasing the legibility, consistency and quality of handwriting <b>if needed.</b>	Continue Increasing the legibility, consistency and quality of handwriting <b>if needed.</b>
	<b>Punctuation &amp; Grammar</b>	<p><b>As well as reinforcing Autumn Term and Spring 1</b></p> <p>1<sup>st</sup> use the perfect form of verbs ( I have written it down so we can check what he said/ he has worked hard)</p> <p>2<sup>nd</sup> Use apostrophes for possession with accuracy including plural possession.</p>	<p><b>Reinforce Spring term and ...</b></p> <p>1<sup>st</sup> use adverbs and prepositions to express time, place and cause</p> <p>2<sup>nd</sup> Use standard English for verb inflections- instead of spoken forms. (We were instead of we was, or I did instead of I done. He is instead of he's</p> <p>3<sup>rd</sup> Build cohesion within paragraphs through controlled use of tenses; Subordinating and co-ordinating conjunctions</p> <p>4<sup>th</sup> reinforce always using commas for fronted adverbials.</p>	<p><b>Reinforce Autumn and Spring Term</b></p> <p>1<sup>st</sup> Use the perfect form of verbs to mark relationships of time and cause eg <i>she has gone on holiday and is not back yet. The coach has left without you because you have just arrived late.</i></p> <p>2<sup>nd</sup> Use brackets, dashes or commas to indicate parenthesis.</p>	<p><b>Reinforce Autumn and Spring Term</b></p> <p>1<sup>st</sup> Use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.</p>
	Composition	<p>1<sup>st</sup> organise writing paragraphs around a theme. (use planning to start with and then move to independent)</p> <p>2<sup>nd</sup> compose sentences using a wide range of structures linked to grammar objectives.( tenses- including present perfect/ subordinate clauses/ co—ordinating conjunctions)</p>	<p>1<sup>st</sup> Develop endings and close the narrative appropriately relating to the beginning or a change in a character.</p> <p>2<sup>nd</sup></p>	<p>1<sup>st</sup> Develop initial ideas drawing on personal reading and research.</p> <p>2<sup>nd</sup> Assess the effectiveness of their own and others writing propose changes to grammar, punctuation and vocab to enhance effects and clarify meaning.</p>	<p>1<sup>st</sup> Ensure that second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader.</p> <p>2<sup>nd</sup> Ensure that proof reading shows a high level of accuracy.</p>
	Spelling	<b>Reinforce spelling from Autumn and Spring Term.</b>	<b>Reinforce spelling from Autumn and Spring Term.</b>	<p><b>Reinforce spelling from Autumn and Spring Term.</b></p> <p>1<sup>st</sup> spell identified commonly misspelt words from Year 5 word list.</p>	<b>Reinforce spelling from Autumn and Spring Term.</b>

Summer 2	Handwriting	<b>Reinforce the handwriting skills from Autumn and spring term.</b> 1 <sup>st</sup> begin to increase the legibility of handwriting.	Continue working on skills from Spring 2 and Summer 1	Continue Increasing the legibility, consistency and quality of handwriting <b>if needed.</b>	Continue Increasing the legibility, consistency and quality of handwriting <b>if needed.</b>
	Punctuation & Grammar	1 <sup>st</sup> use commas to mark clauses and phrases 2 <sup>nd</sup> use paragraphs to group ideas	Continue reinforcing Grammar and Punctuation skills from Spring 2 and Summer 1	<b>Reinforce Autumn and Spring Term and focus where needed.</b>	<b>Reinforce Autumn and Spring Term and focus where needed.</b>
	Composition	1 <sup>st</sup> identify structure, grammatical features and use of vocabulary for effect in texts.	Proof read for spelling grammar and punctuation errors.	<b>Reinforce Autumn and Spring Term and focus where needed.</b> 1 <sup>st</sup> Continue to select appropriate grammar and vocab <b>understanding how such choices can enhance a meaning.</b> <b>2<sup>nd</sup> longer paragraphs</b>	<b>Reinforce Autumn and Spring Term and focus where needed.</b> 1 <sup>st</sup> note and develop initial ideas drawing on the reader and research where necessary. 2 <sup>nd</sup> re -consider how authors have developed characters and settings.
	Spelling	<b>Reinforce spelling from Autumn and Spring Term.</b>	<b>Reinforce spelling from Autumn and Spring Term.</b>	<b>Reinforce spelling from Autumn and Spring Term.</b> 1 <sup>st</sup> spell identified commonly misspelt words from Year 5 and 6 word list.	<b>Reinforce spelling from Autumn and Spring Term.</b> 1 <sup>st</sup> spell identified commonly misspelt words from Year 5 and 6 word list.