



Writing long term sequence



Year 1

Transcription		VGPS	Composition
<ul style="list-style-type: none"> • Application of phonics • Letter/number formation secure • Orientation on the page secure (e.g. spacing, sizing etc) 		<ul style="list-style-type: none"> • Basic co-ordination (and) • Capital letters. • Full stops • ? • ! • Basic affixes (e.g. un/ing/s/es) 	<ul style="list-style-type: none"> • Write simple dictated sentences. • Orally compose and record a sentence. • Sequence sentences to form a short narrative
	Autumn Term	Spring Term	Summer Term
Year 1	Setting description Instructional writing Poetry (pattern and rhyme) Stories with familiar settings Poetry: playing with language	Informal letters Poetry on a theme (nature) Stories with familiar settings Recount from personal experience Poetry: playing with language	Informal letters Setting descriptions Poetry on a theme (nature) Instructional writing Poetry (pattern and rhyme) Recount from personal experience

'Little seeds grow magnificent trees'



Writing long term sequence



Year 2

Transcription		VGPS	Composition
<ul style="list-style-type: none"> form capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters 		<ul style="list-style-type: none"> demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required. use present and past tense mostly correctly and consistently. use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses. segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. spell many common exception words 	<ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly
	Autumn Term	Spring Term	Summer Term
Year 2	Character descriptions Simple retelling of a narrative Poems developing vocabulary Stories from other cultures Formal invitations	Non-chronological reports Formal invitations Recount from personal experience Simple retelling of a narrative	Non-chronological reports Recount from personal experience Stories from other cultures Poetry on a theme (change) Character descriptions Poems developing vocabulary

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Year 3

Transcription		VGPS	Composition
<ul style="list-style-type: none"> Fluent handwriting with evidence of learning to join. Spelling using phonics confidently (e.g. selection of appropriate alternative GPC) Spelling high-frequency words securely or Check spelling using a dictionary Identify and correct basic transcriptional errors 		<ul style="list-style-type: none"> Select the appropriate spelling of homophones (e.g. there, where, one, two) Subordination to join clauses (e.g. after, while, because) Basic knowledge of present/past tense Basic knowledge of 1st/3rd person Inverted commas to mark dialogue. Detail added through expanded noun phrases and adverbs 	<ul style="list-style-type: none"> Write dictated sentences containing spellings and punctuation taught so far. Write well-organised paragraphs. Plan, draft, and edit simple whole texts that follow a tight structure. Create simple narrative, settings, and characters.
	Autumn Term	Spring Term	Summer Term
Year 3	First person narrative descriptions Non-chronological reports Formal letters to complain Performance poetry Dialogue through narrative (historical stories)	Third person narrative (animal stories) First person narrative descriptions Non-chronological reports Performance poetry Advanced instructional writing	Third person narrative (animal stories) Poetry on a theme (emotions) Formal letters to complain. Dialogue through narrative (historical stories) Advanced instructional writing

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Writing long term sequence



Year 4

Transcription		VGPS	Composition
<ul style="list-style-type: none"> • Joined fluent handwriting. • Spelling using phonics, etymology, morphology. • Secure use of a range of affixes • Check and correct spelling using a dictionary. • Identify and correct transcriptional errors with a high degree of accuracy 		<ul style="list-style-type: none"> • Spell common homophones (e.g. here, weather, who's) • Varied sentence structure o Sustained tense/perspective • Inverted commas and other associated punctuation • Detail added through a range of devices, including fronted adverbials. • Apostrophes for plural possession 	<ul style="list-style-type: none"> • Write dictated sentences containing spellings and punctuation taught so far. • Write well-structured paragraphs around a theme. • Plan, draft, and edit simple whole texts that follow a tight structure. • Create simple narrative settings, characters, and plots
	Autumn Term	Spring Term	Summer Term
Year 4	<p>Poems which explore form</p> <p>Persuasive writing (adverts)</p> <p>First person diary entries</p> <p>Third person adventure stories</p> <p>News reports</p> <p>Critical analysis of narrative poetry</p>	<p>Stories from other cultures</p> <p>Explanatory texts</p> <p>Persuasive writing (adverts)</p> <p>First person diary entries</p> <p>Poems which explore form</p>	<p>Stories from other cultures</p> <p>News reports</p> <p>Explanatory texts</p> <p>Third person adventure stories</p> <p>Critical analysis of narrative poetry</p>

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