

Literacy Long Term Plan

		Year 1		Year 2		Year 3	
Autumn 1	Topic	History – My family		Science –Animals Geography- Our Wonderful World		Stone Age Science – Plants	
	Text	The wonder Journey		Meerkat Mail		George’s Marvellous Medicine	
	Writing Outcomes	Non-Fiction	Narrative Descriptive writing Sequencing Retelling stories	Non-Fiction *Recount of trip to Zoo. *Recount based on the experience of Sunny- Letter and diary.	Narrative *Description of Sunny *Sequencing *Re-telling *Innovations	Non-Fiction *Dairy of George *Instructions to make the medicine.	Narrative *Change ending of George’s Marvellous Medicine.
	GPS	*composes phrases and <u>sentences</u> orally *speaks in sentences *shows an awareness of how <u>full stops</u> are used in writing or reading *organises writing correctly (top to bottom, left to right) *writing may need some mediation		*Uses coordinating conjunctions (joining words) <i>and, or, but, so</i> *Uses question marks and exclamation marks in writing *Uses simple <u>adjectives</u> for description *Understands and uses the terms <u>noun, verb</u> and adjective * Formation of nouns using suffixes such as -ness, -er		*Use conjunctions - when, before, after, while, so, because *Statements, questions, commands and exclamations. * Adjectives and adverbs *noun, verb, adjective. Introduce imperative verbs.	
Autumn 2	Topic	Science – habitats		Science – Habitats History –Why are some places special		Iron Age Science – Iron Age	
	Text	Lost and found The night before Christmas		One Snowy Night		Velveteen Rabbit	
	Writing Outcomes	Non-Fiction Writing lists of items needed for the south pole Winter season acrostic poem	Narrative Labelling pictures Sequencing the story Character description	Non-Fiction *Recount of trip to the park * Percy’s diary	Narrative *Description of Percy *Setting description *Sequencing *Re-telling	Non-Fiction *Non - Chronological Report on Rabbits *Rabbit’s diary.	Narrative *Character description and Setting *Narrative – adventure of a rabbit.

	GPS	<ul style="list-style-type: none"> *composes phrases and <u>sentences</u> orally *speaks in sentences *shows an awareness of how <u>full stops</u> are used in writing or reading *organises writing correctly (top to bottom, left to right) *writing may need some mediation 		<ul style="list-style-type: none"> *Uses coordinating conjunctions (joining words) <i>and, or, but, so</i> *Uses question marks and exclamation marks in writing *Uses simple <u>adjectives</u> for description *Understands and uses the terms <u>noun</u>, <u>verb</u> and adjective 		<ul style="list-style-type: none"> *Use coordinating conjunctions *Apostrophe for singular possession *Pronouns *Sentence Openers *Headings and Sub Headings. * Can use terms such as verb, tense (past and present), adjective noun, suffix, apostrophe and comma. *Use of determiner Can use terms – noun, verb, adjective, suffix, apostrophe, comma. *Bullet Points 	
Spring 1	Topic	Animals		Science- Everyday Materials Geography – Where in the World?		Greeks Science – Animals and Humans – Food Groups.	
	Text	Where the wild things are		The Twits		The Butterfly lion	
	Writing Outcomes	Non-Fiction Write a letter Recount of World Book Day.	Narrative Orally sequencing a story Character description	Non-Fiction *Recount of World Book Day. *Letter to Mr Twit.	Narrative *Character description of Mr Grinling. *Retelling the wormy spaghetti chapter. *Sequencing the great plan.	Non-Fiction Recounts - *Letters, * Newspaper articles.	Narrative *Character description and setting. *Additional sections of the story. Write simple stories.
	GPS	<ul style="list-style-type: none"> *composes phrases and sentences orally and attempts to replicate them in writing (little mediation needed) *uses capital letters and full stops at times 		<ul style="list-style-type: none"> *Begins to use subordinating conjunctions (joining words) <i>when, if, because, as</i> *Begins to use past and present tense correctly * Uses commas in lists *Uses apostrophe for contraction 		<ul style="list-style-type: none"> • To know the difference between a: statement, question, exclamation and command and <u>explain</u>. • Begins to use apostrophe for plural possession. • begins to use <u>inverted commas</u> to punctuate <u>direct speech</u> • understands main <u>clauses</u> • selects words for effect to support purpose and engage readers’ interests • Headings and Sub Headings • Synonyms 	

Spring 2	Topic	Animals		Science- Materials History – Fantastic Firsts		Nim’s Island Someone told the Wild Geese (Poem)	
	Text	Diary of a wombat		Traction Man		Science – Light History - Greeks	
	Writing Outcomes	Non-Fiction Write a dairy	Narrative sequencing a story Character description	Non-Fiction *Diary of Traction man. *Thank you letter from scrubbing brush.	Narrative *Character description *Retell *Alternative section with a different bad guy.	Non-Fiction *Letter *Non – Chronological report. *Book Review	Narrative *Character description and setting. *Additional sections of the story.
	GPS	begins to use capital letters for names *recognises basic punctuation, question marks and exclamation marks in print *understands that <i>and</i> can join words and sentences		*Understands and uses the term adverb *Begins to use adverbs in writing * Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix) *Use of the suffixes -er and -est to form * Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix) *Use of the suffixes -er and -est to form		<ul style="list-style-type: none"> • Paragraphs • Begins to use apostrophe for plural possession. • begins to use <u>inverted commas</u> to punctuate <u>direct speech</u> • understands main <u>clauses</u> • Openings • Headings and Subheadings • Bullet Points • Synonyms • assesses the effectiveness of own and others’ writing 	
Summer 1	Topic	Traditional Tales		Science- Plants Geography – Where could we go on holiday?		Science – Forces History – Egyptians	
	Text	The jolly postman – traditional tales – goldilocks, hanel and Gretel and Cinderella		The Day the Crayons Quit		Charlotte ‘s Web	
	Writing Outcomes	Non-Fiction *Invitation to a ball	Narrative *Sequencing a story *Label the pictures retell	Non-Fiction *Letter to Duncan from crayons. *Crayons Diary	Narrative *Retell *Innovation *Alternative section with different colour crayon.	Non-Fiction *Diary *Letter	Narrative *Character description and setting. *Additional sections of the story. *Alternative ending

	GPS	<p>*writes a sentence that makes sense using capital letters and full stops</p> <p>*uses <i>and</i> to join words and clauses</p> <p>*sequences sentences to form short narratives</p>		<p>*Recognises and writes (grammatically correct) different types of sentences: statements, questions, commands and exclamations</p> <p>*Understands and uses coordinating and subordinating conjunctions to construct and extend sentences</p> <p>*Uses the past and present tense correctly throughout writing inc. the progressive form</p> <p>*the use of -ly to turn adjectives into adverbs Content to be introduced:</p>		<ul style="list-style-type: none"> expresses time, place and cause using; conjunctions (e.g. when, before, after, while, so, because) adverbs (e.g. then, next, soon, therefore) <u>prepositions</u> (e.g. before, after, during, in, because, of) begins to understand <u>subordinate clauses</u> uses a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech uses the present perfect form of verbs instead of the simple past uses a varied and rich vocabulary 	
	Summer 2	Topic	Geography – what is my county like		Science- Habitats History- Holidays now and then		Science - Plants 2 Egyptians
	Text	The man on the moon – the day in the lie of bob		The Lighthouse Keepers Lunch		Revolting Rhymes	
	Writing Outcomes	<p>Non-Fiction Writing a diary</p>	<p>Narrative Retell Sequencing Setting description</p>	<p>Non-Fiction *Recount of trip to Souter Lighthouse *Thank you letter to Souter Lighthouse. *Mrs Grinling’s Diary.</p>	<p>Narrative *Sequencing *Description of Mr Grinling. *Alternative section *Re-telling</p>	<p>Non-Fiction *Persuasion (leaflets persuading people to visit Egypt (the pyramids etc.) *Non Chronological report – Egypt.</p>	<p>Narrative Self written poems and poem analysis</p>
GPS	<p>*uses capital letters for names of people, places, days of the week and the personal pronoun /</p> <p>*begins to use question marks and exclamation marks in writing</p> <p>*uses some descriptive language</p>		<p>*Uses capital letters for proper nouns accurately</p> <p>*Uses a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession</p>		<ul style="list-style-type: none"> assesses the effectiveness of own and others’ writing proof reads for spelling, grammar and punctuation errors and self-corrects To express time and cause using conjunctions, adverbs and prepositions. expresses time, place and cause using; 		

			<p>*Uses expanded noun phrases, adjectives and adverbs for description and specification</p> <p>* the use of -ly to turn adjectives into adverbs Content to be introduced:</p>	<ul style="list-style-type: none">• adverbs (e.g. then, next, soon, therefore)• prepositions (e.g. before, after, during, in, because, of)• begins to understand subordinate clauses• uses a varied and rich vocabulary• assesses the effectiveness of own and others' writing
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