

Crayke Church of England Primary School

Curriculum Long Term Plan: English WRITING

Year B: Autumn 2025																			
Class:	Week: Theme:	1	2	3	4	5	6	7	8	Half term	9	10	11	12	13	14	15	16	
Apple Reception	Focus on being a good friend, school values (See Road Map)	Taken from Development Matters and broken down into steps I can do 5 squiggle drawings I can mark make. I can squiggle the movements in marks in the squiggle zone I am beginning to form letters from my squiggle. I can add letters to my marks.									WHOLE SCHOOL WRITING PROJECT	Taken from Development Matters and broken down into steps I can read my review mark making and tell you what it says. I am beginning to add initial sounds for words. I can write letters. I can write my first name.							
Beech Year 1/2	Happily Ever After	Genre: Narrative: Traditional tales (JC unit) Context: Little Red Riding Hood				Genre: Letters Context: from the Wolf and Little Red Riding Hood						Genre: Instructions Context: Christmas decorations Cross-curricular: Science - potions				Assessment Week Assessments will take place over these two weeks but English lessons from genres either side of these weeks will be continued where possible.	Genre: Instructions Context: See weeks 10-11		
Holly Year 3/4	Our Blue Planet	Genre: Narrative (JC unit) Context: Based on the wordless picture book ‘The Whale’						Genre: Poetry Context: Water and river themed poetry				Genre: Poetry (continued) Context: Environment themed poetry					Genre: Letters Context: Flooding Plastic waste		
Oak Year 5/6	It’s all Greek to me!	Genre: Newspaper Context: Related to the Ancient Greeks (Alexander the Great, Battle of Marathon)					Genre: Narrative Context: Greek Myths (BBC 500 Words)					Genre: Persuasion Context: Greek God or Goddess – vote for your favourite!					Genre: Balanced argument Context: Based on own interests		

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Year B: Spring 2026 (TBC)

Year B: Spring 2026 (TBC)																
Class:	Week: Theme:	1	2	3	4	5	Half Term	6	7	8	9	10				
Apple Reception	Spring 1: Dinosaur Rocks Spring 2: Once upon a Time	Taken from Development Matters and broken down into steps I can write using letters I can form letters from the alphabet. I can write 5 simple words. (up, at, I, me, my)						Taken from Development Matters and broken down into steps I have completed squiggles 9 letter formation dances and drawings I can form letters of the alphabet I can write a short sentence. I can read my sentences to you I can use a full stop. I can spell my red words								
Beech Year 1/2	Oh, I do like to be beside the seaside!	Genre: Narrative (JC unit) Context: Based on the book 'Grandad's Island' and The Lighthouse Keeper's Lunch						Genre: Poetry Context: Seaside poetry		Assessment Week	Genre: Poetry Context: Seaside poetry					
Holly Year 3/4	Tales from Dragon Mountain	Genre: Non-chronological report: Explanation (JC unit) Context: Based on the book 'The Street Beneath my Feet' linked to Science: rocks and soils						Genre: Newspaper Context: Linked to volcanic eruptions			Genre: Newspaper Context: Linked to volcanic eruptions					
Oak Year 5/6	Into the Darkness	Genre: Narrative: Science fiction Context: Science fiction related to Science unit (space)						Genre: Non-chronological reports Context: Anglo Saxons			Genre: Non-chronological reports Context: Anglo Saxons					

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Year B: Summer 2026 (TBC)																	
Class:	Week: Theme:	1	2	3	4	5	6	7	Half Term	8	9	10	11	12	13	14	
Apple Reception	Summer 1: Ready, Steady, Grow! Summer 2: Up, up and away!	Taken from Development Matters and broken down into steps I have completed squiggles 9 letter formation dances and drawings I can form letters of the alphabet I can write a short sentence. I can read my sentences to you I can use a full stop. I can spell my red words								Taken from Development Matters and broken down into steps You can read my review sentence without me. Early Learning Goals Write simple phrases and sentences that can be read by others. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.							
Beech Year 1/2	Step into Summer	Genre: Narrative Context: The enormous turnip				KS1 SATs (TBC)		Genre: Narrative Context: The enormous turnip		Genre: Non-chronological reports (JC unit) Context: Based on the DK book 'Plants'		Assessment Week		Genre: Non-chronological reports (JC unit) Context: Based on the DK book 'Plants'			
Holly Year 3/4	Pharaohs, Farms & Feasts	Genre: Narrative Context: Linked to 'Flat Stanley – the Great Egyptian Grave Robbery'				Genre: Recount Context:		Genre: Recount Context:		Genre: Instructions Context: Linked to DT (Egyptians)							
Oak Year 5/6	Journeys	Genre: Recount: Diary (JC unit) Context: Based on the book 'Scott of the Antarctic'		SATs practice week		SPaG revision		KS2 SATs		Editing and improving				Editing and improving unit		Genre: Letters Context: Letters home from explorers	

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	Year A: Autumn 2026 (TBC)																			
Class:	Week: Theme:	1	2	3	4	5	6	7	8	Half Term	9	10	11	12	13	14	15			
Apple Reception	Autumn 1: Incredible me! Autumn 2: Fabulous Farming	Taken from Development Matters and broken down into steps I can do 5 squiggle drawings I can mark make. I can squiggle the movements in marks in the squiggle zone I am beginning to form letters from my squiggle. I can add letters to my marks.									Whole-School writing project week	Taken from Development Matters and broken down into steps I can read my review mark making and tell you what it says. I am beginning to add initial sounds for words. I can write letters. I can write my first name.								
Beech Year 1/2	Shiver Me Timbers	Genre: Narrative Context: Pirates love Underpants					Genre: Letters Context: Message in a bottle					Assessment Week	Genre: Instructions Context: Christmas decorations							
Holly Year 3/4	Through the Ages	Genre: Narrative (JC unit) Context: Using the book ‘Stone Age Boy’											Genre: Non-chronological reports (information texts) Context: Linked to history – information about the Stone, Bronze and Iron ages							
Oak Year 5/6	A Child’s War	Genre: Narrative (JC unit) Context: Using the book ‘Rose Blanche’						Genre: Letters (informal) Context: Letters from evacuees					Genre: Non-chronological reports (information text) Context: Following own interests related to WW2 (food, fashion, weapons, evacuees, vehicles etc)							

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Year A: Spring 2027																
Class:	Week: Theme:	1	2	3	4	5	6	Half Term	7	8	9	10	11	12		
Apple Reception	Spring 1: Dinosaur Rocks Spring 2: Once upon a Time	Taken from Development Matters and broken down into steps I can write using letters I can form letters from the alphabet. I can write 5 simple words. (up, at, I, me, my)							Taken from Development Matters and broken down into steps I have completed squiggles 9 letter formation dances and drawings I can form letters of the alphabet I can write a short sentence. I can read my sentences to you I can use a full stop. I can spell my red words							
Beech Year 1/2	Growing, Growing, Grown!	Genre: Narrative Context: Jack & the Beanstalk							Whole-School writing project week	Assessment Week	Genre: Instructions Context: Science link- grass heads					
Holly Year 3/4	The Inventing Room	Genre: Narrative (JC unit) Context: Using the book 'The Iron Man'				Genre: Poetry	Genre: Instructions Context: Linked to design technology									
Oak Year 5/6	A Taste of Tuscany	Genre: Instructions (recipes) Context: Making pizza, linked to Pizza Express visit			Genre: Recount Context: Trip	Genre: Newspaper Context:					Genre: Persuasion (Holiday brochure) Context: Persuading people to visit Tuscany					

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Year A: Summer 2027																
Class:	Week: Theme:	1	2	3	4	5	Half Term	6	7	8	9	10	11	12		
Apple Reception	Summer 1: Ready, Steady, Grow! Summer 2: Up, up and away!	Taken from Development Matters and broken down into steps I can write letters correctly. I can write capital letters. I can use finger spaces. I can write my first and second name.						Taken from Development Matters and broken down into steps You can read my review sentence without me. Early Learning Goals Write simple phrases and sentences that can be read by others. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.								
Beech Year 1/2	Animal Explorers	Genre: Narrative (JC unit) Context: Based on the book ‘The Owl who was Afraid of the Dark’						Whole School Spelling Week	Assessment Week	Genre: Non-chronological reports Context: Animals			Genre: Poetry Context: Animal Poetry			
Holly Year 3/4	Radical Romans	Genre: Recount Context: Murton Park ‘Stunning Start’				Genre: Letters Context: Roman soldiers				Genre: Newspaper Context: Linked to the Romans						
Oak Year 5/6	Riches in the Rainforest	SATs practice week	SPaG revision		KS2 SATs	Editing and improving unit				Genre: Balanced argument Context: Based on own interests			Genre: Poetry Context: Own interests			

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Writing Journey of a child starting reception in Year A							
Class	Apple Class	Beech Class		Holly Class		Oak Class	
Year Group	Reception Year A	Year 1 Year B	Year 2 Year A	Year 3 Year B	Year 4 Year A	Year 5 Year B	Year 6 Year A
Genre							
Narrative	Daily exposure to high quality stories Spr 2 –Traditional tales	Aut 4 weeks Spr 5 weeks Sum 6 weeks	Aut 5 weeks Spr 6 weeks Sum 5 weeks	Aut 6 weeks Sum 5 weeks	Aut 8 weeks Spr 4 weeks	Spr 5 weeks	Aut 6 weeks
Non-chronological reports	Weekly exposure when looking at celebrations/seasons	Sum 6 weeks	Sum 3 weeks	Spr 5 weeks	Aut 5 weeks	Spr 4 weeks	Aut 5 weeks
Poetry	Weekly exposure to high quality poems	Spr 4 weeks	Sum 2 weeks	Aut 4 weeks	Spr 2 weeks	Sum 2 weeks	Sum 3 weeks
Letters	Letters in books such as 'Dinner with Fox'. Letters from the fairies and Elves	Aut 4 weeks	Aut 3 weeks	Aut 4 weeks	Sum 2 weeks	Sum 2 weeks	Cross-curricular
Instructions	When cooking or in recipe books in role play	Aut 6 weeks	Aut 5 weeks Spr 4 weeks	Sum 4 weeks	Spr 4 weeks	Cross-curricular	Spr 3 weeks
Recount	Sum 1 Sunflower diary	Cross-curricular	Cross-curricular	Sum 4 weeks	Sum 3 weeks	Sum 2 weeks	Spr 1 week
Newspaper	1 st News/newspapers in roleplay			Spr 4 weeks	Sum 5 weeks	Aut 5 weeks	Spr 2 weeks
Persuasion				Cross-curricular	Cross-curricular	Aut 3 weeks	Spr 4 weeks

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Balanced argument						Aut 6 weeks	Cross-curricular
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Writing Journey of a child starting reception in Year B							
Class	Apple Class	Beech Class		Holly Class		Oak Class	
Year Group	Reception Year B	Year 1 Year A	Year 2 Year B	Year 3 Year A	Year 4 Year B	Year 5 Year A	Year 6 Year B
Genre							
Narrative	Daily exposure to high quality stories Spr 2 –Traditional tales	Aut 5 weeks Spr 6 weeks Sum 5 weeks	Aut 4 weeks Spr 5 weeks Sum 6 weeks	Aut 8 weeks Spr 4 weeks	Aut 6 weeks Sum 5 weeks	Aut 6 weeks	Spr 5 weeks
Non-chronological reports	Weekly exposure when looking at celebrations/seasons	Sum 3 weeks	Sum 6 weeks	Aut 5 weeks	Spr 5 weeks	Aut 5 weeks	Spr 4 weeks
Poetry	Weekly exposure to high quality poems	Sum 2 weeks	Spr 4 weeks	Spr 2 weeks	Aut 4 weeks	Sum 3 weeks	Sum 2 weeks
Letters	Letters in books such as 'Dinner with Fox'. Letters from the fairies and Elves	Aut 3 weeks	Aut 4 weeks	Sum 2 weeks	Aut 4 weeks	Cross-curricular	Sum 2 weeks
Instructions	When cooking or in recipe books in role play	Aut 5 weeks Spr 4 weeks	Aut 6 weeks	Spr 4 weeks	Sum 4 weeks	Spr 3 weeks	Cross-curricular
Recount	Sum 1 Sunflower diary	Cross-curricular	Cross-curricular	Sum 3 weeks	Sum 4 weeks	Spr 1 week	Sum 2 weeks
Newspaper	1 st news/newspapers in role play area			Sum 5 weeks	Spr 4 weeks	Spr 2 weeks	Aut 5 weeks
Persuasion				Cross-curricular	Cross-curricular	Spr 4 weeks	Aut 3 weeks

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Balanced argument						Sum 3 weeks	Aut 6 weeks
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