

Long-Term Plan and Unit Overviews:

EYFS to Year 6

Across the school, writing units are taught using a picture book as a stimulus. Many of these are supplemented by additional texts. The books are used across the whole class/age phase but different 'mastery keys' in each year group are used to ensure there is a clear progression through the year groups.

These are supplemented by a wide range of poetry units.

Poetry units are different for Year 1 and Year 2.

In Years 3/4 and Years 5/6, poetry is taught through the same poem/poems, and the same mastery keys are used in both year groups. This is because the curriculum objectives are repeatedly met to ensure mastery of these objectives. The amount of scaffolding will be different for each year group. Depending on the length of the term, teacher will choose three of the poetry units to cover over the year.

EYFS Writing Units

Texts	Outcomes	Communication and Language	Reading	Writing
Autumn 1 <i>A Bundle of Rhymes</i> Nursery Rhymes by Mother Goose: Jack be Nimble Hey Diddle Diddle Hickory Dickory Dock Little Miss Muffet	Recite rhymes and use them to build a narrative	Children in reception Children in reception Begin to understand how to listen carefully and why listening is important Engage in storytimes Learn new vocabulary Articulate their ideas and thoughts Begin to use talk to help work out problems and organise thinking and activities Describe events in some detail	Children in reception Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school’s phonic programme	Children in reception Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
Autumn 2 <i>Peace at Last</i> by Jill Murphy	To orally retell the story To draw images and write labels to represent the story	Children in reception Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound	Children in reception Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	Children in reception Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
Spring 1 <i>The Three Little Pigs</i> by Mara Alperin	To label a plan and attempt to write a simple caption	Children in reception Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books.	Children in reception Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school’s phonic programme	Children in reception Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense
Spring 2 <i>Supertato</i> by Sue Hendra	To rewrite the story	Children in reception Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Children in reception Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school’s phonic programme	Children in reception Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense

Texts	Outcomes	Communication and Language	Reading	Writing
Summer 1 <i>Let's All Creep Through Crocodile Creek</i> by Jonny Lambert	To create a story map of the journey and write labels/captions/ sentences describing the crocodiles	Children in reception Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Children in reception Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	Children in reception Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense
Summer 2 <i>The Pirates Are Coming!</i> by John Condon	To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships	Children in reception Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs	Children in reception Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme	Children in reception Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense

Pathways to Writing and Poetry: Year 1 Mastery Keys.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word

Year 1		Use plural noun suffixes -s and -es	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-	
Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught and spell common exception words						
Sentence Combine words to make sentences	Sentence Join words using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i> Use simple description
Text	Text Sequence sentences (link ideas or events by pronoun)	Text	Text	Text	Text	Text Sequence sentences to form short narratives (link ideas or events by pronouns)
Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	Punctuation Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places	Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Use capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark
Poetry keys Play with words e.g. <i>onomatopoeia, rhyme</i> List words and phrases. Use simple language patterns e.g. <i>repetition and rhyme</i>	Poetry keys Create imaginative ideas List words and phrases Use simple language patterns e.g. <i>repetition and rhyme</i>	Poetry keys Play with words e.g. <i>onomatopoeia, rhyme</i> Describe using the senses	No poetry unit this term, due to the length of it and World Book Week.		Poetry keys Create imaginative ideas Describe using the senses	Poetry keys Create imaginative ideas Play with words e.g. <i>onomatopoeia, rhyme</i> Describe using the senses

Pathways to Writing and Poetry: Year 2 Mastery Keys.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word

Year 2		Add -ly to turn adjectives into adverbs			Add -er and -est to adjectives Use homophones and near homophones	Add suffixes to spell longer words (e.g -ment,- ful)
	Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words.					
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Sentence Use co-ordination (but, or)	Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>)	Sentence Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i>)	Sentence Use subordination (<i>if</i> , <i>that</i>)	Sentence Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify
	Text	Text	Text Use present and past tenses correctly and consistently (some progressive)	Text Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	Text	Text Use present and past tenses correctly and consistently including the progressive form
	Punctuation Use punctuation correctly - full stops, capital letters	Punctuation Use commas to separate items in a list	Punctuation Use punctuation correctly - exclamation marks, question marks	Punctuation Use punctuation correctly – introduce apostrophe for the possessive (singular)	Punctuation Use punctuation correctly – apostrophes for contracted forms	Punctuation
	Poetry keys Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	Poetry keys Experiment with word e.g. <i>alliteration</i> , <i>humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	Poetry keys Experiment with word e.g. <i>alliteration</i> , <i>humour</i> Use structured language patterns, including simple repeating phrases	No Poetry unit due to length of term and World Book Week	Poetry keys Experiment with word e.g. <i>alliteration</i> , <i>humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations	Poetry keys Experiment with word e.g. <i>alliteration</i> , <i>humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations

Pathways to Writing: Year 3 Mastery Keys. (Cycle A and B)

Year 3	Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1	Summer 2
	Word	Word Use a or an according to whether the next word begins with a vowel or consonant	Word Form nouns with a range of prefixes		Word	Word Form nouns with a range of prefixes	Word Use a or an according to whether the next word begins with a vowel or consonant	Word
	Sentence Use prepositions to express time, place and cause.	Sentence Use conjunctions and adverbs to express, time, place and cause	Sentence	Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause	Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause	Sentence	Sentence Use prepositions, conjunctions and adverbs to express time, place and cause	Sentence Build an increasing range of sentence structures
	Text Group related ideas into paragraphs <i>Build a varied and rich vocabulary</i>	Text In narratives, create characters, settings and plot	Text Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	Text Use headings and sub-headings to aid presentation <i>Assess the effectiveness of own and others' writing</i>	Text Use headings and sub-headings to aid presentation <i>Assess the effectiveness of own and others' writing</i>	Text Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	Text Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	Text Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
	Punctuation Introduce inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech	Punctuation	Punctuation	Punctuation Use inverted commas to punctuate direct speech	Punctuation	Punctuation

***Cycle A** ***Cycle B** **Please note that spring 1 and spring 2 mastery keys have been swapped in each cycle for this year group.*

**Objectives in italics are writing composition objectives*

Pathways to Writing: Year 4 Mastery Keys. (Cycle A and B)

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	Word Use Standard English forms for verb inflections	Word	Word Recognise the grammatical difference between plural and possessive 's'	Word
	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Sentence	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	Sentence	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
	Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text <i>Build a varied and rich vocabulary</i>	Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text <i>Build a varied and rich vocabulary</i> Organise paragraphs around a theme <i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>	Text Organise paragraphs around a theme Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	Punctuation Use commas after fronted adverbials Recap: Use inverted commas for direct speech	Punctuation Indicate possession by using the possessive apostrophe with plural nouns	Punctuation Use and punctuate direct speech (using dialogue to show the relationship between characters)	Punctuation Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	Punctuation Indicate possession by using the possessive apostrophe with plural nouns.	Punctuation

Pathways to Poetry: Year 3 and 4 Mastery Keys. (Cycle A and B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 Cycle A	Poetry keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms	Poetry keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms	Poetry keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms	No Poetry unit due to length of the term and World Book Week	Poetry keys Use increasingly effective similes to create imagery Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole	Poetry keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms
Year 3/4 Cycle B	Poetry keys Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme	Poetry keys Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme Create own repeating patterns and use simple forms	Poetry keys Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme Create own repeating patterns and use simple forms		Poetry keys Create similes	Poetry keys Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	Sentence	Sentence Use expanded noun phrases to convey complicated information concisely	Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions	Sentence Use modal verbs to indicate degrees of possibility	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility
	Text	Text <i>Identify the audience for and purpose of writing</i>	Text <i>Describe settings, characters and atmosphere</i>	Text Link ideas across paragraphs using adverbials	Text Link ideas across paragraphs using	Text Use devices to build cohesion within a paragraph

	Organise paragraphs around a theme with a focus on more complex narrative structures	<i>Integrate dialogue to convey character and advance the action</i>		adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	<i>Choose the appropriate register Enhance meaning through selecting appropriate grammar and vocabulary</i>	Link ideas using tense choices
	Punctuation Use commas after fronted adverbials (Y4) Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use of inverted commas and other punctuation to punctuate direct speech (Y4)	Punctuation Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	Punctuation Use brackets, dashes or commas to indicate parenthesis	Punctuation

Pathways to Writing: Year 6 Mastery Keys. (Cycle A and B)

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	Sentence Use expanded noun phrases to convey complicated information concisely Use passive verbs	Sentence Use modal verbs or adverbs to indicate degrees of possibility (Y5)	Sentence Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	Sentence Use passive verbs	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	Text Link ideas across paragraphs using a wider range of cohesive devices	Text <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	Text <i>Distinguish between the language of speech and writing</i>	Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text	Text Use a wider range of devices to build cohesion	Text <i>Identify the audience for and purpose of writing Choose the appropriate register</i>

	<i>Integrate dialogue to convey character and advance the action</i>		<i>Integrate dialogue to convey character and advance the action</i>	Variety of verb forms used correctly and consistently (progressive present perfect forms)		
	Punctuation Punctuate bullet points consistently	Punctuation Use brackets, dashes or commas to indicate parenthesis (Y5)	Punctuation Use semi-colons to mark boundaries between independent clauses	Punctuation Use colons or dashes to mark boundaries between independent clauses	Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses

**Objectives in italics are writing composition objectives*

Pathways to Poetry: Year 5 and 6 Mastery Keys. (Cycle A and B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 Cycle A	Poetry keys Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i> Experiment with a range of poetry forms	Poetry keys Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i> Experiment with a range of poetry forms	Poetry keys Experiment with metaphor to make effective comparisons Experiment with a range of poetry forms	No Poetry unit due to length of the term and World Book Week	Poetry keys Experiment with metaphor to make effective comparisons Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i>	Poetry keys Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i> Experiment with a range of poetry forms
Year 5/6 Cycle B	Poetry keys Experiment with personification to create effective imagery Make effective language choices, drawing on a range of	Poetry keys Make effective language choices, drawing on a range of descriptive techniques Make authorial choices, selecting from a range of forms, to suit the purpose	Poetry keys Make effective language choices, drawing on a range of descriptive techniques Make authorial choices, selecting from a range of forms, to		Poetry keys Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques	Poetry keys Experiment with personification to create effective imagery Make effective language choices, drawing on a range of

	descriptive techniques		suit the purpose			descriptive techniques
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