

## Greenhill Academy

### Writing LTP 2023-2024

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Pre S</b>	<b>MILD base</b>	Early mark making. No specific criteria.	Distinguishes between the different marks they make	Distinguishes between the different marks they make	Distinguishes between the different marks they make	Distinguishes between the different marks they make	Sometimes gives meaning to marks as they draw and paint.
<b>Nursery</b>		Distinguishes between the different marks they make.	Sometimes gives meaning to marks as they draw and paint. *Ascribes meanings to marks that they see in different places.	Sometimes gives meaning to marks as they draw and paint. *Ascribes meanings to marks that they see in different places.	Sometimes gives meaning to marks as they draw and paint. *Ascribes meanings to marks that they see in different places.	Sometimes gives meaning to marks as they draw and paint. *Ascribes meanings to marks that they see in different places.	Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words.
<b>Rec</b>		Gives meaning to marks they make as they draw, write and paint. *Begins to break the flow of speech into words. *Continues a rhyming string. *Hears and says the initial sound in words. *Can segment the sounds in simple words and blend them together. *Links sounds to letters, naming and sounding the letters of the alphabet. *Uses	Gives meaning to marks they make as they draw, write and paint. *Begins to break the flow of speech into words. *Continues a rhyming string. *Hears and says the initial sound in words. *Can segment the sounds in simple words and blend them together. *Links sounds to letters, naming and sounding the letters of the alphabet. *Uses	Gives meaning to marks they make as they draw, write and paint. *Begins to break the flow of speech into words. *Continues a rhyming string. *Hears and says the initial sound in words. *Can segment the sounds in simple words and blend them together. *Links sounds to letters, naming and sounding the letters of the alphabet. *Uses	Gives meaning to marks they make as they draw, write and paint. *Begins to break the flow of speech into words. *Continues a rhyming string. *Hears and says the initial sound in words. *Can segment the sounds in simple words and blend them together. *Links sounds to letters, naming and sounding the letters of the alphabet. *Uses	Children use their phonic knowledge to write words in ways which match their spoken sounds. *They also write some irregular common words. *They write simple sentences which can be read by themselves and others. *Some words are spelt correctly and others are phonetically plausible.	Children use their phonic knowledge to write words in ways which match their spoken sounds. *They also write some irregular common words. *They write simple sentences which can be read by themselves and others. *Some words are spelt correctly and others are phonetically plausible.

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		some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. *Writes own name and other things such as labels, captions. *Attempts to write short sentences in meaningful contexts	some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. *Writes own name and other things such as labels, captions. *Attempts to write short sentences in meaningful contexts	some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. *Writes own name and other things such as labels, captions. *Attempts to write short sentences in meaningful contexts.	some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. *Writes own name and other things such as labels, captions. *Attempts to write short sentences in meaningful contexts.		
<b>YR1</b>		<p>Reading Week</p> <p>You choose!- all about me book</p> <p>The Gingerbread man- alt. ending</p> <p>Billy goats gruff / Troll- retell</p> <p>The Lonely Beast- character</p> <p>Our Local Area- Information Text</p>	<p>Mr Wolfs Pancakes Instructions</p> <p>Leaf man- character</p> <p>Percy the park keeper (The stormy night)- retell</p> <p>Florence Nightingale (Character profile – fact sheet)</p> <p>Robin Red Vest- retell</p>	<p>Lila and the rain – setting</p> <p>Zoo- Recount</p> <p>Meerkat Mail- retell</p> <p>African animals- fact file</p> <p>Rhyming poetry- Rumble in the Jungle</p>	<p>Fire Engine- explanation</p> <p>The Great Dragon Bake off – character</p> <p>The Great Dragon</p> <p>Bake off -retell</p> <p>Toby and the Great Fire of London- setting</p> <p>Samuel Pepys- diary</p>	<p>My first London bus- setting</p> <p>The Queen’s hat- alt. retell</p> <p>Paddington- postcard</p> <p>Paddington- instructions</p> <p>London Landmarks- All aboard the London bus – fact sheet</p>	<p>The kiss that missed- alt ending</p> <p>History Maker’s- recount</p> <p>How to be a knight- explanation text</p> <p>There’s no dragon in this story- alt retell</p> <p>Performance poetry- Tell me a dragon</p>

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		Onomatopoeia poetry – exploring theme					
<b>YR2</b>		Reading Week  Elephant Dance-setting description  How to make mango lassi - instructions  Tiger Child-character description  Tiger Child- retell  India- Non chron. report	The Darkest Dark-letter  Toys in Space-character  Toys in Space-retell  The First Moon Landing-recount  Bob Man on the moon-Instructions  We're off to look for aliens -theme poems	Light House Keeper's lunch-character  Light House Keeper's Lunch-retell  Light House Keeper's breakfast-diary  Light House Keeper's Rescue-recount  Holiday brochure-Information text	Monster Machine-character  Dragon Machine-instructions  MOSI- recount How do you make fruit salad?- explanation  Monster Poetry-pattern poems 'If I was...'	Big Bad Owl-character  Castleshaw-recount  Town Mouse and Country Mouse-diary  Lizzie and the birds-new character  Lizzie and the birds-persuasive letter  Countryside guide book-information	The Beach- story setting  Grandma's Seaside Bloomers- retell  St Anne's- recount  Punch and Judy-playscript  Holidays in the past-information  Seaside poetry-performance
<b>YR3</b>		Reading Week  Book week Harry and the Jaggedy Daggers – retell  Harry and the Jaggedy Daggers New character, creative writing Once Upon a Time	Stone Age Boy - character description  Stone Age Boy - retell  Stone Age Boy – diary Ice Age – setting description	Poetry  The Egyptian Cinderella - setting description  The Egyptian Cinderella – retell	Tales of Gods and Pharoahs – myth writing  Until I Met Dudley – explanations  Hunt for Gold  Mystery story	Volcanoes NF – instructions  Escape from Pompeii – diary  Escape from Pompeii – letter –  LAVA – character description	The Chocolate Tree & Supplementary info from NF text – non-chronological report  Exploring The Mayan Empire – leaflet

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		Map Book instructions  Once Upon a Time Map Book - retell fairy story  Children's World Atlas – non-chronological report  Poetry – Sound Collector – performance	Ice Age – diary  Ug – write in role 1  Ug – persuasive letter	Awesome Egyptians – letter to author		LAVA – narrative –  Calligram poetry –	Exploring The Mayan Empire - postcard  Rain Player – setting description  Rain Player – newspaper –
<b>YR4</b>		The Ancients Greeks  Book week  Character description- Perseus- son of Zeus (imaginary word 1)  Report- Perseus – Outwits trio of witches 2/2  Narrative- Hercules- The	United Kingdom  Narrative-The Queen's handbag  Narrative-Mrs Eccles lap top  Persuasive advert- visit London  Persuasive advert – visit the lake district  Narrative-Sword in the stone	Romans  Poetry- Boudica Character description - Boudica  Report- Roman Soldier Handbook Recount- Educational visit Instructions – Roman catapults	Rainforest & Our World •  Narrative – setting description  'The Girl and the Fox' Literacy Shed  A Year Full of Stories (p10)  Persuasive writing – Why the warthog is ugly (1)	Vikings  Play-script – Dragon Stew  Recount – diary (dragon's view point)  Recount – Educational Visit (Tatton Park)  Newspaper – (Lindifarne)	Vikings Newspaper – Raid on Lindisfarne  Poetry- Beowolf- Poem (part 1)  Alternative ending Narrative - The Long Boat  NonChronological Reports

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		<p>world's strongest Man (imaginary word 1)</p> <p>Narrative- Icarus The boy who flew to close to the sun- (story with an issue or dilemma)</p> <p>Poetry</p> <p>The Wind-Christina Rossetti Figurative and expressive language)</p>	<p>Sword in the stone</p> <p>Xmas week - Kevin the carrot</p>		<p>Narrative – The Great Kapok Tree</p> <p>Narrative – The Great Kapok Tree (1)</p>		
<b>YR5</b>		<p>The Tudors Class</p> <p>Reading week – How to be a Lion.</p> <p>Class 11- Reading week- Wreck of the Zanzibar</p> <p>Biography- The Boy, the Bear, the Baron and the Bard</p> <p>Description including speech</p>	<p>The Tudors</p> <p>The Rainbow Crow – (Myth/Legend)</p> <p>Narrative, Writing own myth</p> <p>The Sea Serpents Daughter (Myth/Legend) – Narrative</p> <p>Charles Dicken – Biography</p>	<p>France and Rivers</p> <p>Madeline – Narrative</p> <p>Alternative narrative</p> <p>Tadpoles Promise – Non Chronological report,</p> <p>Letter of Apology, Alternative ending</p>	<p>France and Rivers</p> <p>Wind in the Willows – Diary, Debate</p> <p>Storm Dudley – Recount,</p> <p>Newspaper</p> <p>Rivers – Non Chronological report</p>	<p>Victorians</p> <p>Little Red Riding Hood – Newspaper</p> <p>Persuasive letter</p> <p>Narrative from another character</p> <p>Alternative ending</p> <p>Inside the villains wolf</p>	<p>Victorians</p> <p>How to cook children – Instructions</p> <p>Spiderwick – Recount non-chronological report explanation text persuasive letter balanced argument</p>

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		Macbeth – Setting Description Newspaper	A Christmas Carol – Persuasive letter The Grinch – Grammar focus	DT Topic – Scones – Instructions			
<b>YR6</b>		Book Week  Rose Blanche – Letter Rose Blanch  Retell Narrative  The Harmonica Play script  The Harmonica (F) – Descriptive Writing  The Harmonica (F) – Narrative  The Harmonica (F) – Descriptive Tenses	Anne Frank’s Diary Letter Anne Frank’s Diary –  Journalism Battle Bunny - Narrative  War Diaries – Diary  Christmas Poetry  Poetry Turkey that voted for Christmas – Balanced Argument	The Arrival Recount  The Arrival Letter  The Journey Persuasive speech  The Journey Persuasive leaflet  The Journey Narrative  The Island Diary entry  The Island Narrative (Ending)	Who are refugees and Migrants?  Non chron report  Who are refugees and Migrants?  Biography  The Red Tree Shaun Tan  Poetry  Colour of Home Narrative	The Mysteries of Harris Burdick Narrative/ own interpretation  Varmints Information text  Lion, the witch and the wardrobe – Witness Statement  Lion, the witch and the wardrobe – Retell from a characters perspective entering the portal	Shackleton’s Journey – Advert  Shackleton’s Journey – Diary entry  Shackleton’s Journey – Instructions on how to survive  Rainbow Bear – Newspaper report