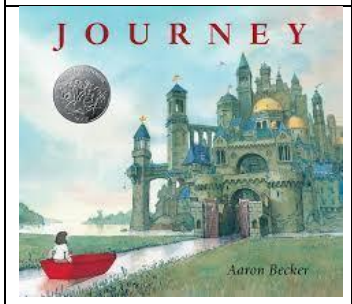
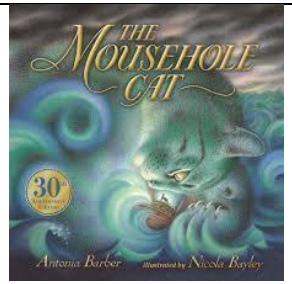
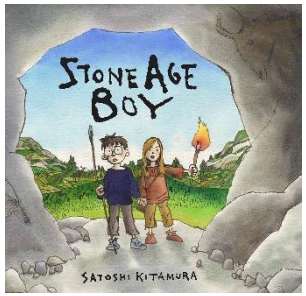
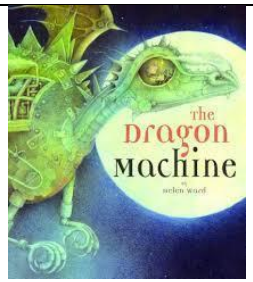
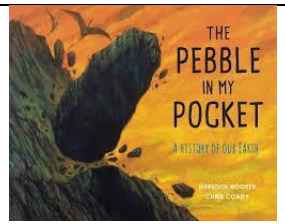
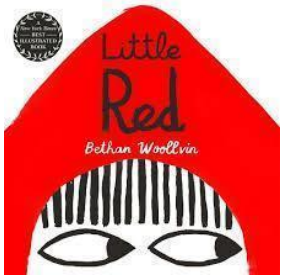
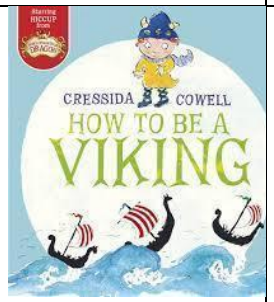
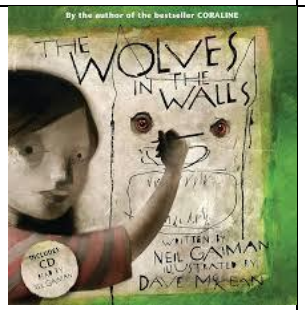
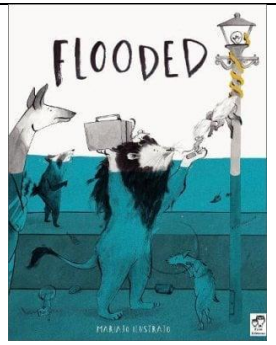
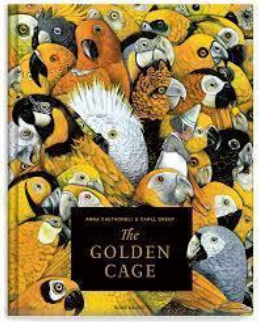
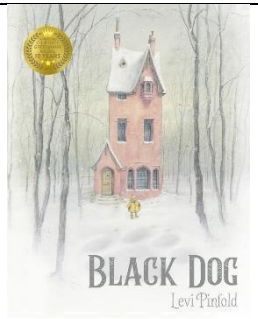
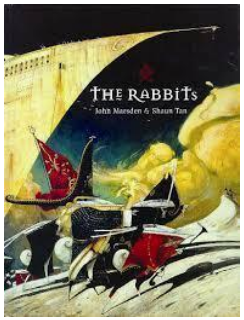
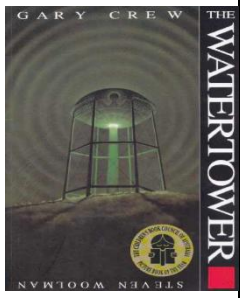
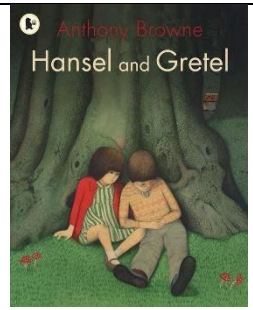
Equitable Writing Strategy - Long Term Overview					
Year 3					
Daily explicit teaching outside of the teaching sequence		Teach in the Writing sequence		Lesson Design	
Handwriting Spell words using phonics and NC spellings Spell contractions and singular possession using the apostrophe Dictation of sentences for fluency		Write for a range of purposes Describe setting and character Draft sentences with a range of subordinating conjunctions Teach organisational devices and paragraphing using boxing up		Orally rehearse to secure tense accuracy particularly progressive form and perfect tense Orally rehearse sentences with a wider range of subordinating conjunctions Dictate sentences to secure sentence fluency Compose sentences oral before writing Teach the rules of writing speech/dialogue	
Term One	Term Two	Term Three	Term Four	Term Five	Term Six
 Journey	 The Mousehole Cat	 Stone Age Boy	 The Dragon Machine	 The Pebble in my Pocket	 The Lost Thing - https://www.shauntan.net/lost-thing-film Animation
Fiction Unit Innovate a new journey narrative (WAGOLL to include dialogue	Fiction Unit (planned) Re write with a second storm	Fiction Unit (planned) Write to entertain: a retell of the portal story with innovations (two events)	Fiction Unit (Planned) First person recount narrative	**Fiction Unit:** **A descriptive narrative about the pebble's life in different places** (Planned)	Fiction Unit Change the POV – write a narrative from the point of view of the Lost Thing
Grammar Use inverted commas for speech	Grammar Past Perfect Tense	Grammar Use **when** for subordination at the end of a main clause	Grammar Use expanded noun phrases with	Grammar: Use inverted commas for speech	Grammar Use present perfect tense in dialogue

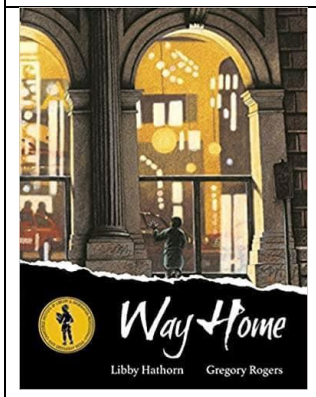
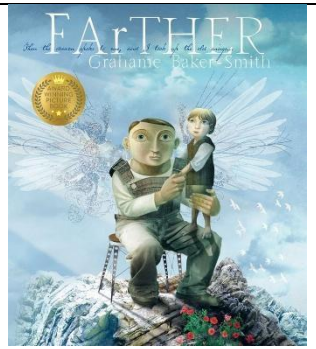
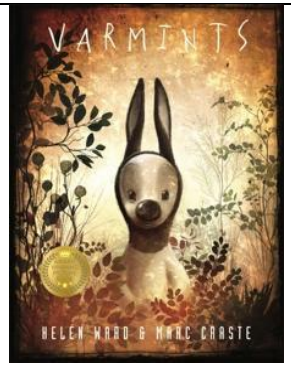
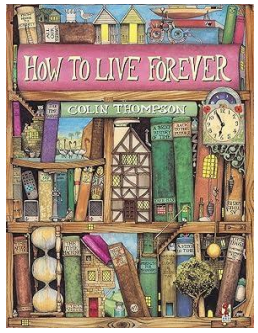
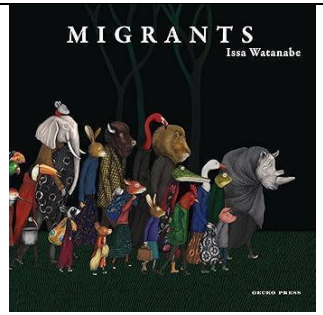
Use full stops, capital letters (inc proper nouns), question marks exclamation marks Use adverbs for manner	Expanded Noun Phrases Commas in a list	Use **if** for subordination at the end of a main clause Use commas to list	prepositions and/or adverbs Fronted adverbials for place (under, behind, inside) Complex sentences (using when/if/because)	Use expanded noun phrases with prepositions and/or adverbs Use present perfect tense in dialogue	Use inverted commas for speech Use adverbs of manner
Faction Unit Write to Inform – write from the pov of the girl in the boat.	Faction Unit (planned) NCR about The Storm Cat	Faction Unit Write to persuade – letter from the boy in the book who ignores them Write to inform- Survival of the Stone Age	Faction Unit – discussion Should George build a dragon machine?	**Write to Instruct** **Faction** Instructions linked to aspect from text	Faction Unit NCR – A report about unusual creature in city. E.g. appearance, behaviour, habitat, etc.
Grammar Use apostrophes for singular possession Use 'as' for subordinate clauses in a sentence	Grammar Fronted adverbials for place (Below, Above, Next to) Conjunctions (because, so and while)	Grammar Use apostrophes for contractions Use prepositions in a sentence Use adverbs of time Use apostrophes for singular possession	Grammar Use apostrophes for contractions Use adverbs to add detail	Grammar: Use adverbs of time- only time for 1 grammar Commas to list precise nouns	Grammar Use apostrophes for contraction Use adverbs of time

Equitable Writing Strategy - Long Term Overview					
Year 4					
Daily explicit teaching outside of the teaching sequence		Teach in the Writing sequence		Lesson Design	
Handwriting Spell words using phonics and NC spellings Spell contractions and singular possession using the apostrophe Dictation of sentences for fluency		Write for a range of purposes Describe setting and character Draft sentences with a range of subordinating conjunctions Teach organisational devices and paragraphing using boxing up Teach figurative language in narrative Teach headings and subheadings in non-fiction		Orally rehearse to secure tense accuracy particularly progressive form and perfect tense Orally rehearse sentences with a wider range of subordinating conjunctions Dictate sentences to secure sentence fluency Compose sentences oral before writing Compose sentences where tense changes are accurately managed e.g. dialogue in a story Teach the rules of writing speech/dialogue	
Term One	Term Two	Term Three	Term Four	Term Five	Term Six
 Little Red	 How to Be a Viking	 The Wolves in the Wall	 The Barnabus Project	 Flooded	 The Lighthouse - https://www.literacyshed.com/en-gb/resource/the-lighthouse Animation
Fiction Unit Recount the finding of the Wolf and how G'ma is rescued	Fiction Unit (Planned) Rewrite the narrative with a different danger (climbing a mountain)	Fiction Unit (planned) Re write narrative with Elephants in the wall	Fiction Unit (Planned) Imagine the escape doesn't work – children write a rescue story (include similes in model and encourage use)	**Fiction Unit:** **(Planned)** Flooded narrative	Fiction Unit (planned) Retell (of Tom's first tragedy)
Grammar Apostrophes for contraction	Grammar Expanded noun phrases	Grammar	Grammar Use variety of pronouns as a	Grammar: Use fronted adverbials for **Time**	Grammar Powerful adjectives (to create dangerous, tense atmosphere)

Use full stops, capital letters (inc proper nouns), question marks exclamation marks Use inverted commas for dialogue with additional punctuation	Power of 3 Fronted adverbials for place (revisit)	Use fronted adverbials for **manner** with commas Y3: adverbials Inverted commas for speech Past tense and past perfect tense (revisit)	cohesive device within a paragraph Use full stops, capital letters (inc proper nouns), question marks exclamation marks Use a subordinate clause (after, while and when) at the start (using a comma) or the end of a sentence. Clauses must have a subject and a verb.	with commas Y3: adverbials Use inverted commas for dialogue with additional punctuation Use expanded noun phrases with prepositions using commas to list	Past tense and past perfect tense (revisit) Subordination conjunctions (although) worked into subordinate clauses
Faction Unit Write to instruct – how to trap a Wolf	Faction Unit (planned) Diary entry	Faction Unit (planned) NCR – wall creatures	Faction Unit – letter to persuade Should lab let all creatures free? (Planned)	**Write to Inform Faction** Unit: NCR: Flooded	Faction Unit Discuss – should the light house be modernised?
Grammar Use conjunctions, prepositions or adverbs to add detail to a sentence. Clause must have a subject and verb Use commas to list nouns in a sentence	Grammar Apostrophes for singular possession fronted adverbials (conjunctions) beginning with before, because and despite	Grammar Precise noun phrases – expanded with modifying adverbs Commas in a list with nouns and noun phrases	Grammar Use **since/as** in a subordinate clause at the start of the sentence with a comma (complex sentence) Use apostrophes for plural possession	Grammar: Use perfect tense Commas to list (precise nouns)	Grammar Use apostrophes for plural possession Use the perfect tense

Equitable Writing Strategy - Long Term Overview					
Year 5					
Daily explicit teaching outside of the teaching sequence		Teach in the Writing sequence		Lesson Design	
Handwriting Spell words using phonics and NC spellings Spell contractions and singular possession using the apostrophe Dictation of sentences for fluency		Write for a range of purposes Describe setting and character Draft sentences with a range of subordinating conjunctions Teach organisational devices and paragraphing using boxing up Teach figurative language in narrative Teach headings, subheadings, bullet points and diagrams in non-fiction		Orally rehearse to secure tense accuracy particularly progressive form and perfect tense Orally rehearse sentences with a wider range of subordinating conjunctions Dictate sentences to secure sentence fluency Compose sentences oral before writing Compose sentences where tense changes are accurately managed e.g. dialogue in a story Teach the rules of writing speech/dialogue Notice when a comma for clarity is required	
Term One	Term Two	Term Three	Term Four	Term Five	Term Six
 The Golden Cage	 Black Dog	 The Rabbits	 The Water tower	 Lone Robot - https://www.literacyshed.com/en-us/resource/origins Animation	 Hansel and Gretel
Fiction Unit: **Retell**	Fiction Unit Change plot – dog gets smaller	Fiction Unit – change setting: futuristic?	Fiction Unit (planned) – Alternative version	Fiction Unit Retell – adding dialogue	Fiction Unit Retell the story changing the witch character
GRAMMAR	Grammar	Grammar	Grammar	Grammar	Grammar

Expanded noun phrases with prepositions and adverbs Use inverted commas in speech to build character with all required punctuation including new paragraph for new speaker Use coordination and subordination in a sentence	Use relative pronouns to build relative clause. The clause will contain a subject and a verb. Use a subordinate clause at the start (using a comma). Clauses must have a subject and a verb Use correct tense, inc. perfect form	Use a subordinate clause in the middle (embedded) with **commas**. Clauses must have a subject and a verb. Use modal verbs Use dialogue to advance to action. Use inverted commas and other punctuation inc. new paragraph for new speaker	Parenthesis (dashes) Parenthesis (commas) Cohesive devices (adverbials and repetition)	Use commas, dashes, brackets for parenthesis Vary the position of the subordinate clause; punctuating correctly. Clauses must have a subject and a verb. Use adverbs for possibility	Use dialogue with inverted commas and other punctuation to move the action and develop character Use devices to build cohesion (punctuation, pronouns, adverbials) Use adverbs for possibility
Faction Unit: Write to inform: NCR	Faction Unit Persuasive letter How the community can stay calm and manage fears	Faction Unit Scientific Report: The Environmental Impact of the Rabbits	Faction Unit Discussion – Is the Water Tower a threat to the town?	Faction Unit Museum Exhibition Labels: Artifacts of the Robot Age	Faction Unit Write to inform - a letter to dad
GRAMMAR Expanded noun phrases with prepositions and adverbs Use commas for subordination	Grammar Modal verbs Past perfect tense	Grammar Use a subordinate clause at the end Use relative pronouns to build relative clause. The clause will contain a subject and a verb.	Grammar Use **brackets** for parenthesis Use a subordinate clause at the start, the middle or the end to create a complex sentence; correctly punctuated. Clauses must have a subject and a verb.	Grammar Use parenthesis () - - , , Use the past perfect tense	Grammar Vary the position of the subordinate clause; punctuating correctly. Clauses must have a subject and a verb. Use cohesive devices specifically tense inc.modals

Equitable Writing Strategy - Long Term Overview					
Year 6					
Daily explicit teaching outside of the teaching sequence		Teach in the Writing sequence		Lesson Design	
Handwriting Spell words using phonics and NC spellings Spell contractions and singular possession using the apostrophe Dictation of sentences for fluency		Write for a range of purposes Describe setting, character and atmosphere Draft sentences with a range of subordinating conjunctions Teach organisational devices and paragraphing using boxing up Teach figurative language in narrative Teach headings, subheadings, bullet points and diagrams in non-fiction Teach levels of formality during composition		Orally rehearse to secure tense accuracy particularly progressive form and perfect tense Orally rehearse sentences with a wider range of subordinating conjunctions Dictate sentences to secure sentence fluency Compose sentences oral before writing Compose sentences where tense changes are accurately managed e.g. dialogue in a story Teach the rules of writing speech/dialogue Notice when a comma for clarity is required	
Term One	Term Two	Term Three	Term Four	Term Five	Term Six
 Way Home	 The Farther	 Varmints	 How to Live Together	 Migrants	 Germans in the Woods Literacy Shed https://www.literacyshed.com/en-us/resource/germans-in-the-woods
Fiction Unit	Fiction Unit	**Fiction Unit:** 1st person narrative	**Fiction Unit:**	Fiction Unit Create the text	Fiction Unit **(planned)**

Retell in 3rd person or change character	Change setting – journey takes place across mountains/forest		Change plot – Change Ancient Child to futuristic child who wants to live forever		**Alternative ending or POV**
Grammar Vary the position of the subordinate clause; punctuating correctly. Clauses must have a subject and a verb. Use full stops, capital letters (inc proper nouns), question marks exclamation marks Use cohesive devices within and between paragraphs.	Grammar Use a colon to add detail to a descriptive sentence. Use devices to develop atmosphere specifically word choice Use semi-colons to join two main clauses	GRAMMAR Verb tense variety inc. formal language structures Apply and control a variety of sentence structures – commas for clauses Colons, semi colons	Grammar Use dialogue with inverted commas and other punctuation to move the action and develop character Vary the position of the subordinate clause; punctuating correctly. Clauses must have a subject Use a variety of punctuation accurately, e.g. " , (- ; :	Grammar Use dialogue with inverted commas and other punctuation to move the action and develop character Use hyphens to avoid ambiguity Use a variety of punctuation accurately, e.g. " , (- ; :	GRAMMAR Use dialogue to advance the action Use active and passive voice Relative Clauses with commas Grammar
Faction Unit	Faction Unit Discussion – should children travel alone?	**Faction** Unit: Write to instruct Advert Survival guide for the varmints	**Faction** Unit: Persuasive – why humans should focus on quality of life, not immortality	Faction Unit	Faction Unit Eulogy (planned)
Grammar Vary the position of the subordinate clause; punctuating correctly. Clauses must have a subject and a verb. Use active and passive voice	Grammar Use colons and semi-colons to list correctly Use devices to write formally (tense, punctuation, word choice)	GRAMMAR Use cohesive devices within paragraphs. Apply and control a variety of punctuation, e.g. " , (- ; :	GRAMMAR Use and manage formality of writing - use subjunctive mood Use a variety of verb tenses accurately to secure formal writing	Grammar Use and control a variety of punctuation, e.g. " , (- ; : Use and manage formality of writing. -use the subjunctive mood	Grammar Use and manage formality of writing. Use commas to avoid ambiguity

NOTE: refining has been completed using what we know to be the key-performance indicators for each year group. These indicators have been informed by The Standards and Testing Agency research and Writing Framework documentation, and the DfE research into securing foundational knowledge in KS1. Teaching just these skills will not

fully prepare children for the SPaG test in Y6. Teachers need to ensure that children in UKS2 have the opportunity to learn and retrieve knowledge of all grammar terminology within the National Curriculum as described in the 2014 test framework:
https://assets.publishing.service.gov.uk/media/5a82cc1ded915d74e34039f1/2016_KS2_EnglishGPS_framework_PDFA_V9.pdf