

Bradford Academy Writing LTP

	Autumn	Spring	Summer
Nursery			
Core Text	Blue Balloon Incredible Me A dot in the Snow Lost and Found	Little Red Riding Hood The Gingerbread Man Jack and the Beanstalk The Smartest Giant in Town	Whatever Next! Bear Hunt The Very Fidgety Fish The Bravest Fish
Writing objective	Holding a pencil Mark making- patterns and shapes	Holding a pencil Mark making- patterns and shapes Some single letter sounds	Some single letter sounds Some letters from their name

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Core Text	The colour monster Little Red Hen Mr Benn – Zookeeper Rosie’s walk The gingerbread man The magic roundabout	What’s in the witches’ kitchen? Chicken Licken Popeye Meg and Mog The three little pigs Banana man The Christmas Pine	Penguin Hansel and Gretel Bagpuss 100 decker bus The ugly duckling Batfink	Pirate Pete Elves and the shoemaker Trapdoor Little Rabbit Foo Foo Stone soup Captain Pugwash	Superworm Three billy goats gruff Pink panther Lost and found The magic porridge pot Wacky races The tiger who came to tea	dear zoo goldilocks roadrunner not now Bernard jack and the beanstalk the magic roundabout the giant jam sandwich
Writing objective	single letter sounds names	CVC words names	CVC words noun phrases	noun phrases expanded noun phrases (e.g the big cat)	short, simple sentences (focus on expectations for this - finger spaces, writing on the line)	short, simple sentences

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
English Text	Shh! We Have a Plan The Storm Whale	Beegu Pattan’s Pumpkin	Pattan’s Pumpkin The Last Wolf	Grandad’s Island Picture Book	Where the Wild Things Are Picture Book	Rabbit and Bear Look Up! Picture Book
Literary form	Picture Books	Picture Book Stories from other cultures	Picture Book	Picture Book	Picture Book	Picture Book
Purpose	To entertain	To inform	To inform	To entertain	To entertain	To entertain
Composition	Oral rehearsal of sentences		- Reading aloud - Checking work makes sense	Sequencing	- Reading aloud - Checking work makes sense	Sequencing
Grammar, Punctuation, Handwriting	- Dictated Sentences - Full stops and capital letters - I can form letters of the correct size and shape - Spacing between words	- Sentences - Full stops and capital letters - I can form letters of the correct size and shape - Spacing between words	Conjunction ‘and’	Past and present tense	- Commands - Questions	Exclamation sentences

Bradford Academy Writing LTP

			• Adjectives									
Vocabulary	perch flutter daft	lonely bond secret	alien search hope	rejected miserable return	gathered hollow fury	alarmed mysterious vicious	attic journey escape	vibrant flora farewell	mischief ferocious gnashing	commotion roaring delightful	Panted Gloomy snowball	
Class Readers	- Stuck - Lost and Found - Grandma Bird - The Little Gardener - Full full full of love - Tadpole's Promise		- The Bear and the Piano - The Storm Whale in Winter - Ravi's Roar - The Lion Inside - The Proudest Blue		- The Smeds and the Smoos - The Colour Monster - Stickman - Handa's Hen - The Wonder		- The First Slodge - The Squirrels who Squabbled - The snail and the whale - Billy's Bucket - Astro Girl		- Tad - The Invisible - The Koala who Could - Cinderella of the Nile - Rabbit and Bear		- Tiddler - Little Red - The Smartest Giant in Town - A Squash and a Squeeze - The Night's Pirate	

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 2												
English Text	Rapunzel		Traction Man		Lila and the Secret of Rain		Man on the Moon		Leaf		The Magic Finger	
	The Emperor’s Egg		Lila and the Secret of Rain		The Snail and the Whale						The Secret of Black Rock	
Literary form	Traditional Tale		Picture book		Stories from other cultures		Picture Book		Picture Book		Short Novel	
					Picture Book						Picture Book	
Purpose	To entertain				To inform		To entertain		To inform		To entertain	
Composition	- Oral rehearsal of sentences - Writing down their ideas/key words - Encapsulating what they want to say sentence by sentence				Making simple additions to their writing		- Sequencing narratives - Developing stamina for writing		- Re-reading and proof checking- spelling, tense, punctuation - Reading their work aloud with intonation			
Grammar, Punctuation and Handwriting	- Sentences - Full stops and capital letters - I can form letters of the correct size and shape - Spacing between words		- Sentences - Full stops and capital letters - I can form letters of the correct size and shape - Spacing between words - Adjectives		- Commands - Questions - Past and present tense		Coordinating conjunctions/BOYS sentences		- Subordinating conjunctions - Commas in a list		- Exclamation sentences - Noun Phrases- 2A sentences	
Vocabulary	Lofty wicked locks	mischievous snarled suspected	clutches captive lumber	parched desperate scorching	parched desperate scorching	vast immensely frolicked	fetch patiently oblivious	equipment bustling grubby	peculiar bizarre approach flee	grabble destructive forlorn vow		longed menacing glimpse emerged
Alan Peat sentences	2A Sentences – A 2A sentence has two adjectives before the first noun and two adjectives before the second noun. This sentence creates a clear picture for the reader. BOYS Sentences – A B.O.Y.S sentence is a two-part sentence.											
Class Reader	- The Dark - The King who Banned the Dark - Ruby’s Worry - Into the Forest - Dog Man - The Truth Pixie		- The Great Paper Caper - The Day the Crayons Quit - Magic Finger - The Adventures of Harry Stevenson		- On Sudden Hill - Sad, the Dog - The Incredible Book Eating Boy - The Pencil - A child of Books - The Dark		- Boundless Sky - The Misadventures of Fredrick - Stanley’s Stick - Grotlyn - Too Small Tola - Orion and the Dark		- Hansel and Gretal - The True Story of the 3 Little Pigs - The BFG - I love my Hair - The Worst Witch		- I Can Catch a Monster - Ada Twist Scientist - The Owl who was Afraid of the Dark - Flat Stanley	

Bradford Academy Writing LTP

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 3												
English Text	The Comet		The Three Billy Goats Gruff		The Wild Robot		Charlotte’s Web		The King who Banned the Dark		Varjak Paw	
Literary form	Picture Books		Traditional Tale		Novel		Classic Literature		Picture Book		Novel	
Purpose	To entertain				To inform		To entertain		To persuade		To inform	
Composition	- Planning writing by discussing and recording ideas - Composing and rehearsing sentences orally				Organising paragraphs around a theme		Creating characters, settings and plots		Organising paragraphs around a theme		Simple organisational devices	
Grammar, Punctuation and Handwriting	- Sentences and full stops and capital letters - I can form letters of the correct size and shape - Spacing between words - Adjectives/list sentences		Coordinating conjunctions/BOYS sentences		- Present perfect - Subordinating conjunctions		- Prepositions - Inverted commas - Adverbs/adverbials		- Questions/rhetorical questions - Commands/imperative verbs		Commas in a list	
Vocabulary	radiant vivid celestial weave	murky gloomy chaotic looming	grotesque scrambled quivering feeble	savvy drooling anticipation mouth-watering	resourceful explore isolated secluded	protect adapt surrogate curious	runt loyal puny quaint	Eagerly Inquisitively Dreadfully Inquired	skulk petrified rebellion unyielding	inconsiderate command hearsay exasperated	intimidating sinister prowl slink	bewildering vanishings bustling deafening
Alan Peat sentences	BOYS Sentences – A B.O.Y.S sentence is a two-part sentence. Emotion, comma – Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. When teaching, provide an A-Z list of emotions the children could use. The more, the more. – This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action. Ad, same ad – Start with a simple sentence containing one adjective. End this with a comma and repeat the adjective with an explanation for why that adjective has been used. List sentences – A list sentence must have 3 or 4 adjectives before the noun.											
Class Reader	How to Train your Dragon		The Boy who grew Dragons		The Wild Robot		Charlotte’s Web		The Bad Guys		Varjak Paw	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4						
English Text	Leon on the Place Between Into the Forest	Libba	The Boy in the Tower	Lob	The Iron Man	The Boy at the Back of the Class
Literary form	Picture Book	Stories from other cultures	Novel	Poetic Novel	Classic Literature	Novel
Purpose	To entertain	To inform	To entertain	To inform	To entertain	To persuade

Bradford Academy Writing LTP

Composition	- Planning writing by discussing and recording ideas - Composing and rehearsing sentences orally				Creating characters, settings and plots		- Simple organisational devices - Organising paragraphs around a theme					
Grammar, Punctuation and Handwriting	- Sentences and full stops and capital letters - I can form letters of the correct size and shape (joining) - Spacing between words - Adjectives/2 pair sentences/3_ed		Coordinating conjunctions/BOYS sentences		- Prepositions - Noun phrases with prepositions - Adverbs/2 -ly ending		- Subordinating conjunctions/If, if, if, then - fronted adverbial/comma		- speech punctuation (inverted commas, commas for a reported clause) - commas in a list		- Questions/rhetorical questions - Commands/imperative verbs	
Vocabulary	mystical intrigued revolving shrieking	ominous meandering unsettled desire	accomplished extensive urged especially	significant cherished embodies integral	stealthily devastation impending perplexing	confined emerging menace relentless	certainly preserve bloom thriving	sorrowful otherworldly devotedly revelation	Lumbering Astonished Shredding Looming	Quarry Resonant Monumental Remote	inclusive solidarity advocate vulnerable	isolating intimidation unwarranted malicious
Alan Peat sentences	2 pairs sentences - Begins with two pairs of related adjectives. Each pair is followed by a comma - Separated by and If, if, if, then - Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. - Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.) 2 –ly ending - The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out. Short - 1-3 word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children. 3__ed - Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.											
Class Reader	The Wolf Wilder		The Train to Impossible Places		The Boy in the Tower		Lob		Wizard of Once		The Boy at the Back of the Class	

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 5												
English Text	Skellig		Shackleton’s Journey		There’s a boy in the girl’s bathroom		The Dam		Odysseus		The Last Wild	
Literary form	Novel		Non-fiction		Novel		Picture Book		Myth		Novel	
Purpose	To entertain		To inform		To persuade		To entertain		To inform		To discuss	
Composition	- audience for and purpose of the writing - describing settings, characters and atmosphere		- noting and developing initial ideas, drawing on reading and research - selecting appropriate grammar and vocabulary			integrating dialogue to convey character and advance the action		- assessing effectiveness of their own writing - precising longer passages		- assessing effectiveness of their own writing - precising longer passages		
Grammar, Punctuation and Handwriting	- I can form letters of the correct size and shape (joined) 2A sentences - Coordinating conjunctions		- Subordination- conjunctions and sub clauses - Ing, ed sentence - Commas for clauses		- Adverbials/fronted adverbials/Commas 2 -ly ending		- Prepositions/prepositional phrases - speech punctuation		- Relative clauses- Noun who which where - Relative clauses without the relative pronoun		- Modal verbs - Subjunctive form	
Vocabulary	forbidding bizarre frail ailing cower	tonic unfurl alchemy ethereal ghostly	Voyage Laborious Desolate Yacht Endurance	Conserve Fatigue Equipment Disastrous Hindrance	Reputation Defiant Manipulative Nuisance demand	Alienate Modestly Perseverance Reformed Empathy	Illusion Abandoned Melancholy Recollect Dwell	Blissful Decrepit Fetid Verdant Remnants	Potent Squatted Devour Tenderness Brute	Toiled Vigil Feud Omnipotent Seismic	Varmint Quarantine Warden Culling Institute	Immunity Rebellion Artificial Synthetic Rewilding

Bradford Academy Writing LTP

Alan Peat sentences	Noun, which/who/where - Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where. Verb, person - A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence. __ing, __ed - The sentence must begin with a subordinate clause which begins with a verb ending in ‘ing’, followed by the location of the action. Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.					
Class Reader	Skellig	The Girl of Ink and Stars	There’s a boy in the girl’s bathroom	The London Eye Mystery	Who let the Gods Out	The Last Wild

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 6												
English Text	Pax		Dreadwood		Rooftoppers		Varmints		Running on Empty		The Journey	
Literary Form	Novel		Novel		Novel		Picture Book		Novel		Picture Book	
Purpose	To entertain		To discuss		To inform/entertain		To entertain/persuade		Evidence collecting		Evidence collecting	
Composition	- audience for and purpose of the writing - describing settings, characters and atmosphere and		- noting and developing initial ideas, drawing on reading and research - selecting appropriate grammar and vocabulary		- precising longer passages - assessing effectiveness of their own writing		- precising longer passages - assessing effectiveness of their own writing		integrating dialogue to convey character and advance the action			
Grammar, Punctuation and Handwriting	- I can form letters of the correct size and shape (joined) - Expanded noun phrases/prepositions - Coordinating conjunctions - Semi colons to join clauses/Some; others sentence		- Adverbials/Fronted adverbials - Subordination- Subordinating conjunctions and sub clauses varying their position - Ing, ed sentence - Passive voice		- Relative clauses- with and without relative pronoun/Noun who which where - Comma and Semi colons in a list		- Parentheses/Punctuation for parentheses O. (I) sentences 3 bad dash question?		- integrate dialogue to convey character and advance the action/speech punctuation - present perfect		- Colons/Imagine 3 sentence/De: de sentence - Subjunctive form	
Vocabulary	resonate fortitude reconcile desolate exasperation	anguish incongruous melancholy predicament camaraderie	meticulous lark oblivious helm lunatic	resolute trenchant squalid innocuous ardent	wanderlust enigma unconventional tenacity optimism	audacious escapade defy sacrifice enchancing	dystopia rubble barren sombre urbanisation	inequality awe-inspiring redemption interconnectedness alienation	adversity yearn solace multifaceted poignant	escapism introspective grief indomitable normalcy	harrowing turbulent unity refuge lamentation	tribulation eerie trepidation respite sanctuary
Alan Peat Sentences	3 bad – (dash) question? - 3 negative followed by a dash and then a question which relates to the three adjectives. Imagine 3 examples - Sentence begins with - The word imagine - Then describes three parts of something - The first two parts are separated by commas - The third ends with a colon De: de sentence- description: detail O. (I.) - The first sentence tells the reader a character’s outward action and the second reveals their true feelings. - If the sentence within the brackets is complete, the full stop goes inside the bracket. If it is not complete, the full stop goes outside. Some; others - Some; others sentences begin with the word some and have a semi-colon to replace the word but. - There is no capital letter after the semi-colon.											
Class Reader	Pax		Dreadwood		Rooftoppers		Can You See Me?		Running on Empty		A Monster Calls	