

## Greenhill Academy

### Writing LTP 2025-2026

|                   | Autumn 1                                                                                                                                                                                                                                     | Autumn 2                                                                                                                                                                                                                                     | Spring 1                                                                                                                                                                                                                                     | Spring 2                                                                                                                                                                                                                                     | Summer 1                                                                                                                                                                                                                                     | Summer 2                                                                                                                                                                                                                                     |
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| <b>Pre-School</b> | Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.                                                                     | Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.                                                                     | Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.                                                                     | Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.                                                                     | Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.                                                                     | Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.                                                                     |
| <b>Nursery</b>    | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. |
| <b>Reception</b>  | Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.                                                                                                               | Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.                                                                                                               | Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.                                                                                                               | Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.                                                                                                               | Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the                                                                                                               | Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the                                                                                                               |

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|               | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.<br>Re-read what they have written to check that it makes sense.                                                                                                                                                                 | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.<br>Re-read what they have written to check that it makes sense.                                                                          | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.<br>Re-read what they have written to check that it makes sense.                                                                                           | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.<br>Re-read what they have written to check that it makes sense.                                                                   | sounds with a letter or letters.<br>Write simple phrases and sentences that can be read by others.                                                                                                                                                   | sounds with a letter or letters.<br>Write simple phrases and sentences that can be read by others.                                                                                                                                                           |
| <b>Year 1</b> | <p><b>1- Reading Week – The lion who wanted love (C4) The Crayons That Came Home (C3)–</b> Character description.</p> <p><b>2-Our Local Area-</b> Recount. (1)</p> <p><b>3-You choose!</b>- all about me book (1) - Description</p> <p><b>4-Martha Maps it out –</b> setting description (1)</p> <p><b>5/6-The Lonely Beast-</b> character</p> | <p><b>1 2- Tree Seasons come and seasons go –</b> setting and retell</p> <p><b>3 4 Somethingosaur –</b> character retell</p> <p><b>5 6 Digging for Dinosaurs –</b> Non Chron fact file</p> <p><b>7 8 Little Robin Red Vest –</b> character / retell</p> | <p><b>1 /2- The Queens hat –</b> Re-tell (1)<br/>Narrative - alt. retell (1)</p> <p><b>3 /4-Paddington-</b> Character description (1)<br/><b>Paddington-</b> In Role diary entry (1)</p> <p><b>5-The Kings Pants –</b> letter for competition to design knickers (1)</p> | <p><b>1 / 2-The kiss that missed-</b> Narrative alt ending (2)</p> <p><b>3 /4-There’s no dragon in this story-</b> Character description (1)<br/>Alternative narrative (1)</p> <p><b>5-How to care for a dragon-</b> Instruction writing (1)</p> | <p><b>1 / 2 -Meerkat Mail-</b> character description / retell (2)</p> <p><b>3/4-The Ugly 5 – Narrative</b> Poetry Acrostic and riddles (1)<br/>African animal fac file (1)</p> <p><b>5/6- Handa’s Surprise -</b> Instruction writing Diary Entry</p> | <p><b>1 / 2 -The Great Dragon Bake off –</b> story opener/ retell (2)</p> <p><b>3 – Instructions –</b> Biscuits</p> <p><b>4/5- No dragons for tea –</b> Fire Safety</p> <p><b>6- Samuel Peyps – In Role diary (1)</b></p> <p><b>7- Rhyming poetry(1)</b></p> |

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|               | <p>description (1) – letter to request a new friend (1)</p> <p>7-Onomatopoeia poetry – Autumn senses poetry (1)</p> <p>Onomatopoeia poetry – exploring theme</p>                                                        |                                                                                                                                                                                                                                |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                            |                                                                                                                                                                                                               |                                                                                                                                                                                                                                  |
| <b>Year 2</b> | <p>Week 1&amp;2 – Big Bad Owl (retell)*GH text</p> <p>Week 3&amp;4 – Peter Rabbit (character description) *GH text (different genre)</p> <p>Week 5&amp;6 – Trip <b>TBC</b> (recount)</p> <p>Week 7 – Poems *GH text</p> | <p>Week 1 &amp;2 – Toys in Space (retell) *GH text</p> <p>Week 3&amp;4 – Darkest Dark (setting description) *GH text</p> <p>Week 5&amp;6 – Moon buggy (instructions) *GH text</p> <p>Week 7 – Space poem (poetry) *GH text</p> | <p>Week 1&amp;2 – Tiger Child (character description) *GH text</p> <p>Week 3&amp;4 – Jungle Book (alternative ending) *GH text</p> <p>Week 5&amp;6 – I is for India (non-chronological report/information text) *GH text</p> | <p>Week 1&amp;2 – The Great Explorer (retell) *GH text (different genre)</p> <p>Week 3&amp;4 – Florence Nightingale (non-chronological report) *GH text</p> <p>Week 5&amp;6 – Malala's Magic Pencil (diary) *GH text (different genre)</p> | <p>Week 1&amp;2 – The Lighthouse Keeper's lunch (instructions) *GH text (different genre)</p> <p>Week 3&amp;4 – The Lighthouse Keeper's lunch (alternative retell) *GH text</p> <p>Week 5 – Seaside poems</p> | <p>Week 1&amp;2 – Seaside in the past (information text)</p> <p>Week 3&amp;4 – Grandma's seaside bloomers (retell) *GH text</p> <p>Week 5&amp;6 – Beach trip (retell)</p> <p>Week 7&amp;8 - Beach trip (setting description)</p> |
| <b>Year 3</b> | <p><b>Location, Location, Location!</b></p> <p>Harry and the Jaggedy Daggers –</p>                                                                                                                                      | <p><b>Stone Age</b></p> <p>Stone Age Boy - character description (WK1)</p>                                                                                                                                                     | <p><b>Violent Earth</b></p> <p>Lava – Performance Poetry (2 weeks)</p>                                                                                                                                                       | <p><b>Mayans</b></p> <p>The chocolate tree – Retell (2 weeks)</p>                                                                                                                                                                          | <p><b>Ancient Egypt's</b></p> <p>Poetry (WK1)</p>                                                                                                                                                             | <p><b>The Nobel Nile</b></p> <p>The Egyptian cat mystery – Setting description (WK1)</p>                                                                                                                                         |

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|               | <p>Setting Description (WK1)</p> <p>Harry and the Jaggedy Daggers<br/>New character, creative writing (WK2)</p> <p>Children's World Atlas – Non Chronological Report (2 weeks)</p> <p>The Sound Collector – Poetry (2 weeks)</p> <p>Once Upon a Time Map Book instructions</p> | <p>Stone Age Boy - retell (WK2)</p> <p>Stone Age Boy - setting description (WK1)</p> <p>Stone Age boy – Retell (WK2)</p> <p>Ice Age – Setting Description. (WK1)</p> <p>Ice Age – Letter (WK2)</p> <p>The Caveman Next Door- Character description (WK1)</p> <p>The Caveman Next Door – Diary (WK2)</p> | <p>Escape from Pompeii – Character description (WK1)</p> <p>Escape from Pompeii – Diary (WK2)</p> <p>Volcanos – Poetry (2 weeks)</p> | <p>Rain player – Character description (WK1)</p> <p>Rain Player – Newspaper Report (WK2)</p> <p>Exploring the Mayan Empire – Information leaflet (2 weeks)</p> | <p>Egyptian Cinderella – Setting Description (WK1)</p> <p>Egyptian Cinderella – Retell (WK2)</p> <p>Marcy and the riddle of the sphinx – Setting description (WK1)</p> <p>Marcy and the riddle of the sphinx – diary (WK2)</p> | <p>The Egyptian cat mystery – diary (WK2)</p> <p>The hunt for the mummy's gold – description (WK1)</p> <p>The hunt for the mummy's gold – Retell (WK2)</p> <p>River Nile – non chronological report (2 weeks)</p> |
| <b>Year 4</b> | <p><b>The Ancients Greeks</b></p> <p>Character description- Perseus-son of Zeus (imaginary word 1) (WK1)</p>                                                                                                                                                                   | <p><b>Eurovision</b></p> <p>The Queen's Handbag – narrative (2 weeks)</p> <p>Persuasive Leaflet (2 weeks)</p>                                                                                                                                                                                           | <p><b>Amazon Rainforests</b></p> <p>Leaf – Setting Description (WK1)</p> <p>Leaf – Retell (WK2)</p>                                  | <p><b>Amazon Rainforests</b></p> <p>The Vanishing rainforest – Retell (2 weeks)</p> <p>The Shamans Apprentice –</p>                                            | <p><b>Anglo Saxons and Vikings</b></p> <p>Boudica – Poetry (1 week)</p> <p>Boudica – Character Description (2 weeks)</p>                                                                                                       | <p><b>Anglo Saxons and Vikings</b></p> <p>Dragon Stew – Diary (2 weeks)</p> <p>Dragon Stew – Playscript (2 weeks)</p>                                                                                             |

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|               | <p>Report- Perseus – Outwits trio of witches 2/2 (WK2)</p> <p>Narrative- Theseus and the Minotaur (2 weeks)</p> <p>Buy a mythical creature – advert (WK1)</p> <p>Narrative- Icarus The boy who flew to close to the sun- (story with an issue or dilemma)</p> | Sword in the Stone (2 weeks)                                                                                                                                                              | <p>Rantan – Non-Chronological Report (2 weeks)</p> <p>The Great Kapok trees – Setting description (WK1)</p> <p>The Great Kapok – retell (WK2)</p>                                  | Explanation Text (2 weeks)                                                                                                               | <p>A day in the life of a Roman soldier – Non-Chronological report (2 weeks)</p> <p>Jupiter and Bee – Instructions (1 week)</p>                                                    | <p>Vikings Newspaper – Raid on Lindisfarne (2 weeks)</p> <p>Beowolf – Poetry (1 week)</p>                                                    |
| <b>Year 5</b> | <p><b>The Tudors</b></p> <p>Letter</p> <p>Retell - The Boy, the Bear, the Baron and the Bard (WK1)</p> <p>Description including speech (WK2)</p> <p>Macbeth – Setting Description (WK1)</p>                                                                   | <p><b>Marvellous maps</b></p> <p>The Rainbow Crow – (Myth/Legend) (WK1)</p> <p>Narrative, Writing own myth (WK2)</p> <p>The Sea Serpents Daughter (Myth/Legend) – Narrative (2 weeks)</p> | <p><b>France and Rivers</b></p> <p>Tadpoles Promise – Alternative Ending (2 weeks)</p> <p>Rivers – non-Chronological report (2 weeks)</p> <p>Wind in the Willows – Diary (WK1)</p> | <p><b>France and Rivers</b></p> <p>Madeline – Character Description (2 weeks)</p> <p>Fire of Notre Dame – Newspaper Report (2 weeks)</p> | <p><b>Victorians</b></p> <p>Little Red Riding Hood – Newspaper (WK1)</p> <p>Little Red Riding Hood - Persuasive letter (WK2)</p> <p>Narrative from another character (2 weeks)</p> | <p><b>Victorians</b></p> <p>How to cook children – Instructions (2 weeks)</p> <p>Spiderwick – Recount non-chronological report (2 weeks)</p> |

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|               | Macbeth – write a scene (WK2)<br><br>Biography – Shakespeare (2 weeks)                                                                                                                                                                                     | Charles Dicken – Biography (2 weeks)<br><br>A Christmas Carol – Persuasive letter The Grinch – Grammar focus                                                                                                             | Wind in the Willows – Debate (WK2)                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                          | Alternative ending Inside the villain's wolf (2 weeks)                                                                                                                                                                                                                                                             | Spiderwick - persuasive letter balanced argument                                                                                                                                                                                               |
| <b>Year 6</b> | <b>WW2</b><br><br>Rose Blanche – Letter Rose Blanch (2 weeks)<br><br>The Harmonica - Play script (WK1)<br><br>The Harmonica (F) – Descriptive Writing (WK2)<br><br>The Harmonica (F) – Narrative (WK3)<br><br>The Harmonica (F) – Descriptive Tenses (WK4) | <b>WW2</b><br><br>Anne Frank's Diary Letter Anne Frank's Diary – (2 weeks)<br><br>War Diaries – Diary (2 weeks)<br><br>Battle Bunny – Retell (2 weeks)<br><br>Poetry Turkey that voted for Christmas – Balanced Argument | <b>Refugees</b><br><br>The Arrival – Recount (WK1)<br><br>The Arrival - Letter (WK2)<br><br>The Journey - Persuasive speech (WK1)<br><br>The Journey - Persuasive leaflet (WK2)<br><br>The Journey - Narrative (WK3)<br><br>The Island - Diary entry (WK1)<br><br>The Island - Narrative (Ending) (WK2) | <b>Refugees</b><br><br>Who are refugees and Migrants? - Non Chronological report (WK1)<br><br>Who are refugees and Migrants? - Biography (WK2)<br><br>The Red Tree Shaun Tan – Retell (2weeks)<br><br>Poetry<br><br>Colour of Home - Narrative (2 weeks) | <b>Polar Regions</b><br><br>The Mysteries of Harris Burdick - Narrative/ own interpretation<br><br>Varmints - Information text<br><br>Lion, the witch and the wardrobe – Witness Statement (2 weeks)<br><br>Lion, the witch and the wardrobe – Retell from a character's perspective entering the portal (2 weeks) | <b>Polar Regions</b><br><br>Shackleton's Journey – Advert (2 weeks)<br><br>Shackleton's Journey – Diary entry (2 weeks)<br><br>Shackleton's Journey – Instructions on how to survive (2 weeks)<br><br>Rainbow Bear – Newspaper report (1 week) |

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