



2025 to 2026 Hilpertons - Long Term Text Type Plan

	Robin EYFS	Sparrow 1/2	Owl 2/3	Heron 4/5	Eagle 5/6
Non-fiction	Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters – See sounds write for progression Write simple phrases, captions and sentences that can be read by others Use a variety of writing structures: • Writing a list • A card • Instructions • Letter • Recipe • story	Instructions Recounts (<i>personal experience, Yr2 inc. book character</i>) Letters Postcards <i>With a focus on sequencing and sentences</i> <i>Yr2 – Non Chronological reports</i>	Instructions Recounts (<i>personal experience, from a book character, diary</i>) Non-Chronological reports (<i>fact files/double page spreads</i>) Application through wider curriculum: Letters (informal)	Balanced Discussion Explanation News Reports (structure) Formal Letters Application through wider curriculum: Explanation Informal Letters Diaries Persuasion	Balanced Discussion News Reports Formal Letters Persuasion Application through wider curriculum: Explanations News Reports (Inc. Passive/active voice Direct and reported speech) Informal Letters Diaries
Poetry	This will be taught through poetry weeks • Focus on poems at an age-appropriate level • Unpick the language				



	• Focus on poetic devices • Use and apply these features to narrative writing
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1	Re-tell a narrative using patterns from listening and reading	Tell a story about a central character	To innovate on patterns from a familiar story using known story language	To write their own story version of a familiar story and recount events in sequence	To use patterns and languages from familiar stories. Write a complete story with a beginning, middle and a end	To write a complete story which includes characterisation i.e. a good and a bad character
Year 2	To write a three-part story with a key character	To re-tell a traditional tale using typical settings,	Plan and tell a story based on your own experience, (using	To plan and write a story based on a familiar character,	To plan and write your own story or re-tell a known story, using a range of	To plan and write your own story with a logical sequence of

	e.g. <i>Beginning, middle and end</i>	characters and events. To innovate a traditional tale.	expanded noun phrases).	using the structure of opening, build up, dilemma, resolution /ending.	sentence types and language to add detail.	events, with the introduction of some dialogue
Year 3	To write a story in four parts in the first person, with a clear ending <i>Opening/Build up, Dilemma, Resolution and Ending</i>	To write a story in the third person, organised into paragraphs, ensuring that the sequence is clear. Include some basic dialogue.	Re-tell or write their own story Include dialogue to set the scene and show character voice.	Write a story using dialogue to show the relationship between two characters and move the action forward.	Write stories that include detailed description of setting and characters.	To write a story where dialogue is the drive to move the story on.
Year 4	To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of	Plan and complete stories with introduction, build up, climax or conflict and a resolution.	Plan and complete a story, focussing on organisation devices e.g. times of day, repeated	Plan and write a longer story including details of setting using figurative	Write in role as a character from a story. Include character descriptions – these should provoke feelings	Plan and write a story where the main character faces a problem that needs to be resolved. Use

	sentence structures.	Organise paragraphs around a theme and include descriptive detail to evoke the setting and make it more vivid.	words and phrases, adverbial phrases and use of pronouns	language to evoke mood and atmosphere.	towards the character e.g. sympathy or dislike in the reader.	different ways to introduce characters and connect paragraphs. Develop settings using adjectives and figurative language to evoke time, place and mood
Year 5	Write a 5-part story using language to evoke mood and atmosphere and develop characterisation Opening, Build up, Problem, Resolution and Ending	Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.	Write in the style of a particular author	Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character	Plan and write a non-linear story e.g. flashbacks and parallel narratives (where events are portrayed simultaneously)	Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.

Year 6	Plan and write a story where dialogue is used to develop characterisation and move the action forward	Write a short story with a distinct atmosphere e.g. suspense, panic, humour etc	Transform a play into a narrative. Use dialogue at key points to move the story on and reveal new information.	Plan and write a non-linear story, arranging paragraphs carefully, using a range of connecting devices to signal that the narrative is moving back or forward in time.	Plan and write an extended short story using expressive and figurative language,
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