

Cavendish CE Primary School

Whole-School Writing, Reading and No Nonsense Spelling Long-Term Plan

Robins R/Y1/Y2 • Wrens Y3/Y4 • Owls Y5/Y6 • September 2026

We Learn. We Love. We Belong.

Writing, reading and spelling at Cavendish

At Cavendish CE Primary School, children become confident writers when they are surrounded by high-quality texts, rich vocabulary, purposeful talk and meaningful opportunities to write. Our curriculum develops accuracy, imagination, stamina and voice while ensuring clear progression across mixed-age classes.

Robins follow a three-year rolling programme for Reception, Year 1 and Year 2. Writing units are usually two weeks long. Reading and early spelling are taught through Little Wandle, shared reading, story talk and vocabulary.

Wrens and Owls follow a two-year rolling programme. Literacy Tree Writing Root texts remain the core writing stimulus. Faster Read texts are selected separately to secure stamina, fluency, vocabulary and comprehension.

From Year 3 onwards, No Nonsense Spelling is the agreed spelling scheme and core spelling progression. Spelling Seed is not used as the spelling scheme.

Cavendish teaching model

Element	Robins R/Y1/Y2	Wrens Y3/4 and Owls Y5/6
Cycle structure	Three-year rolling programme: Cycles A, B and C.	Two-year rolling programme: Cycles A and B.
Reading	Little Wandle phonics and reading practice, shared reading, story talk, vocabulary, retelling, sequencing, prediction and simple inference.	Faster Read uses the core text where substantial enough, or a separate ambitious linked text.
Writing units	Two-week units: Week 1 Immerse + Sentence Control; Week 2 Apply + Final Write + Improve.	Three-week units: Week 1 Immerse + Sentence Control; Week 2 Build + First Write; Week 3 Final Write + Improve.
Spelling	Little Wandle GPCs, tricky words, transcription, letter formation and common exception words.	No Nonsense Spelling taught explicitly through short daily teaching, investigation, dictation, application and review.

Planning expectations for teachers

Stage	Expectation
Before each unit	Open the Literacy Tree Writing Root plan. Use this LTP to confirm the main outcome, Faster Read link and separate No Nonsense Spelling focus.
Week 1	Read, discuss, build vocabulary, model sentence construction and collect language. Avoid extended writing too early.
Week 2	Plan and complete a shorter first write or key section. Use this as a checkpoint for next teaching.
Week 3	Draft, edit, proofread and publish or perform the final outcome.
Spelling	Teach No Nonsense Spelling as the daily KS2 spelling sequence. Do not use Spelling Seed as the spelling route.
Assessment	Use books, dictated sentences, first writes and final outcomes. Do not judge progress through a Friday test alone.

Robins: Reception / Year 1 / Year 2

Robins use the same core text across Reception, Year 1 and Year 2. Reception accesses the text through provision, oral language, retelling, mark making and adult-supported writing. Year 1 and Year 2 complete adapted outcomes linked to termly KPIs and National Curriculum expectations. The first two weeks of Autumn 1, Spring 1 and Summer 1 are protected for the Trust shared book.

Robins Cycle A

Half-term	Weeks	Core text	Reduced writing purpose
Autumn 1	1-2	Trust shared book	Protected trust-wide text
Autumn 1	3-4	Anansi the Spider	Information / fact file
Autumn 1	5-6	Sidney, Stella and the Moon	Information / fact file
Autumn 2	1-2	Look Up!	Retell / narrative
Autumn 2	3-4	Naughty Bus	Retell / narrative
Autumn 2	5-6	Grandad's Camper	Letter / message
Spring 1	1-2	Trust shared book	Protected trust-wide text
Spring 1	3-4	The Magic Paintbrush	Retell / narrative
Spring 1	5-6	The Magic Bed	Retell / narrative
Spring 2	1-2	The Extraordinary Gardener	Instructions / how to
Spring 2	3-4	The Sea Saw	Retell / narrative
Spring 2	5-6	Dear Earth	Information / fact file
Summer 1	1-2	Trust shared book	Protected trust-wide text
Summer 1	3-4	So Much	Poetry / rhyme
Summer 1	5-6	If All the World Were...	Poetry / rhyme

Summer 2	1-2	And Tango Makes Three	Retell / narrative
Summer 2	3-4	Astro Girl	Information / fact file
Summer 2	5-6	We Are Water Protectors	Information / fact file

Robins Cycle B

Half-term	Weeks	Core text	Reduced writing purpose
Autumn 1	1-2	Trust shared book	Protected trust-wide text
Autumn 1	3-4	Where the Wild Things Are	Retell / narrative
Autumn 1	5-6	Lost and Found	Retell / narrative
Autumn 2	1-2	Ning and the Night Spirits	Information / fact file
Autumn 2	3-4	Leo and the Octopus	Information / fact file
Autumn 2	5-6	Beegu	Retell / narrative
Spring 1	1-2	Trust shared book	Protected trust-wide text
Spring 1	3-4	Little Red	Retell / narrative
Spring 1	5-6	Billy and the Beast	Retell / narrative
Spring 2	1-2	I Will Not Ever Never Eat a Tomato	Instructions / how to
Spring 2	3-4	The Odd Egg	Information / fact file
Spring 2	5-6	Tadpole's Promise	Information / fact file
Summer 1	1-2	Trust shared book	Protected trust-wide text
Summer 1	3-4	My Shadow is Pink	Letter / message
Summer 1	5-6	The Bear and the Piano	Retell / narrative
Summer 2	1-2	Oi Frog!	Poetry / rhyme
Summer 2	3-4	Jim and the Beanstalk	Retell / narrative
Summer 2	5-6	Goldilocks - three versions	Retell / narrative

Robins Cycle C

Half-term	Weeks	Core text	Reduced writing purpose
Autumn 1	1-2	Trust shared book	Protected trust-wide text
Autumn 1	3-4	Bringing the Rain to Kapiti Plain	Information / fact file
Autumn 1	5-6	Cave Baby	Retell / narrative
Autumn 2	1-2	Halibut Jackson	Retell / narrative
Autumn 2	3-4	Iggv Peck, Architect	Information / fact file
Autumn 2	5-6	Last Stop on Market Street	Retell / narrative
Spring 1	1-2	Trust shared book	Protected trust-wide text
Spring 1	3-4	Super Milly and the Super School Day	Letter / message
Spring 1	5-6	Yeti and the Bird	Retell / narrative
Spring 2	1-2	The Tiny Seed	Instructions / how to
Spring 2	3-4	Dinosaurs and All That Rubbish	Information / fact file
Spring 2	5-6	The Journey Home	Letter / message
Summer 1	1-2	Trust shared book	Protected trust-wide text
Summer 1	3-4	The Night Pirates	Instructions / how to
Summer 1	5-6	Send for a Superhero	Retell / narrative
Summer 2	1-2	Izzy Gizmo	Instructions / how to
Summer 2	3-4	The Comet	Retell / narrative
Summer 2	5-6	The Bear Under the Stairs	Information / fact file

Robins coverage assurance: Across Cycles A, B and C, pupils repeatedly revisit retell/narrative, information/fact file, instructions/how-to, letter/message and poetry/rhyme. Reception provision secures the relevant ELGs while Year 1 and Year 2 outcomes are adapted to age-related expectations.

Wrens: Year 3 / Year 4

Wrens use Literacy Tree Writing Root texts as the writing stimulus. For September 2026, the former Cycle B Writing Roots have been moved into Cycle A. The Cycle A Faster Read books already purchased remain unchanged. The former Cycle A Writing Roots now sit in Cycle B. The Wild Robot is used only once, in Cycle A; the later-cycle duplicate has been replaced.

Wrens Cycle A: September 2026 - July 2027

Half-term	Writing Root	Two writing outcomes	Ambitious Faster Read	Faster Read rationale	No Nonsense spelling focus
Autumn 1	The Matchbox Diary	Biography; mini-autobiography/diary in role	The Wild Robot - Peter Brown	Already purchased. Sustained chapter-book reading linked to difference, survival, belonging and empathy.	Baseline; suffixes beginning with vowel letters; doubling consonants; dropping final -e; Y3/4 statutory words
Autumn 2	The Barnabus Project	Brochure; escape-plan instructions / formal explanation	The Boy at the Back of the Class - Onjali Q. Rauf	Already purchased. Supports empathy, displacement, belonging and viewpoint.	/i/ spelt y; prefixes un-, dis-, mis-, re-, sub-, inter-; homophones; Y3/4 statutory words
Spring 1	Granny Came Here on the Empire Windrush	Factual report; speech/diary in role	Varjak Paw - S. F. Said	Already purchased. Sustained reading, danger, character development and inference.	Words ending -sure and -ture; suffixes -ly and -ally; Y3/4 statutory words
Spring 2	Frindleswyld	Narrative sequel; persuasive speech/letter in role	The Miraculous Journey of Edward Tulane - Kate DiCamillo	Already purchased. Ambitious vocabulary and emotional depth; love, loss, belonging and perspective.	Endings sounding like /zhun/; apostrophes for contraction and possession; word families; Y3/4 statutory words
Summer 1	Weslandia	Non-chronological report; book review/reteiling	The Wild Robot Escapes - Peter Brown	Already purchased. Develops sustained plot reading, moral choices and environmental themes.	/k/ spelt ch; /sh/ spelt ch; -gue/-que; /s/ spelt sc; Y3/4 statutory words
Summer 2	The Lion, the Witch and the Wardrobe	Eyewitness report; own version portal narrative	The BFG - Roald Dahl	Already purchased. Strong vocabulary, character and authorial voice.	Revisit prefixes, suffixes, homophones and apostrophes; personal spelling targets

Wrens Cycle B: September 2027 - July 2028

Half-term	Writing Root	Two writing outcomes	Ambitious Faster Read	Faster Read rationale	No Nonsense spelling focus
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Autumn 1	The Dragon Machine; The Bear Under the Stairs	Own version dragon story; information text	Annie Lumsden, the Girl from the Sea - David Almond	Sustained narrative exploring identity, belonging and unusual life experiences.	Baseline; endings /zhuh/ and /chuh/; prefixes in-, il-, im-, ir-; Y3/4 statutory words
Autumn 2	The Tin Forest; The Journey Home	Persuasive information leaflet; persuasive letter	The Boy Who Grew Dragons - Andy Shepherd	Replaces the repeated Wild Robot. A sustained, accessible novel linking invention, responsibility, difference and belonging.	Suffixes -ation and -ous; words ending -sion; homophones; Y3/4 statutory words
Spring 1	Wolves; The Pied Piper of Hamelin	Non-chronological leaflet; myth/legend writing	Coming to England - Floella Benjamin	Autobiographical narrative with historical and cultural vocabulary and strong Year 4 depth.	Plural possessive apostrophes; words ending -cian; /sh/ spelt s, ss, ci, ti; word families
Spring 2	If All the World Were...; Our Tower	Non-narrative poem; extended fantasy narrative	The Firework-Maker's Daughter - Philip Pullman	Ambitious quest narrative with rich vocabulary, motivation and perseverance.	-gue/-que; endings sounding like /zhun/; revisiting prefixes; Y3/4 statutory words
Summer 1	The Iron Man; The Search for the Giant Arctic Jellyfish	Narrative/mystery writing; expedition report	The Last Firefox - Lee Newbery	Modern chapter book with courage, friendship, fantasy and sustained inference.	Y3/4 statutory word focus; homophones; spelling for writing; proofreading strategies
Summer 2	The BFG; The Tear Thief	Fantasy narrative; letter of explanation	The Lion, the Witch and the Wardrobe - C. S. Lewis	Classic sustained chapter text with ambitious vocabulary, setting, symbolism and inference.	Revisit suffixes, prefixes and apostrophes; personal spelling targets

Wrens No Nonsense Spelling overview

Cycle	Half-term	Core spelling coverage
A	Autumn 1	Baseline; suffixes beginning with vowel letters; doubling consonants; dropping final -e; Y3/4 statutory words
A	Autumn 2	/i/ spelt y; prefixes un-, dis-, mis-, re-, sub-, inter-; homophones; Y3/4 statutory words
A	Spring 1	Words ending -sure and -ture; suffixes -ly and -ally; Y3/4 statutory words
A	Spring 2	Endings sounding like /zhun/; apostrophes for contraction and possession; word families; Y3/4 statutory words
A	Summer 1	/k/ spelt ch; /sh/ spelt ch; -gue/-que; /s/ spelt sc; Y3/4 statutory words
A	Summer 2	Revisit prefixes, suffixes, homophones and apostrophes; personal spelling targets
B	Autumn 1	Baseline; endings /zhuh/ and /chuh/; prefixes in-, il-, im-, ir-; Y3/4 statutory words
B	Autumn 2	Suffixes -ation and -ous; words ending -sion; homophones; Y3/4 statutory words
B	Spring 1	Plural possessive apostrophes; words ending -cian; /sh/ spelt s, ss, ci, ti; word families
B	Spring 2	-gue/-que; endings sounding like /zhun/; revisiting prefixes; Y3/4 statutory words
B	Summer 1	Y3/4 statutory word focus; homophones; spelling for writing; proofreading strategies
B	Summer 2	Revisit suffixes, prefixes and apostrophes; personal spelling targets

Owls: Year 5 / Year 6

Owls use Literacy Tree Writing Root texts as the writing stimulus. Ambitious Faster Read texts secure stamina, inference, vocabulary and authorial understanding. Resist remains in Summer 1 of Cycle A, as agreed.

Owls Cycle A: September 2026 - July 2027

Half-term	Writing Root	Two writing outcomes	Ambitious Faster Read	No Nonsense spelling focus
Autumn 1	The Three Little Pigs Project	News report; letter expressing viewpoint	The Good Thieves - Katherine Rundell	Baseline; ough words; -able; -ible; Y5/6 statutory words
Autumn 2	Rain Player	Instructions/debate writing; analytical essay about the Maya	The Explorer - Katherine Rundell	-ably/-ibly; -ant; -ance/-ancy; homophones; Y5/6 statutory words
Spring 1	Hidden Figures	Formal persuasive letter/opinion piece; non-chronological report	The Wonderling - Mira Bartok	-ent; -ence/-ency; -er/-or/-ar endings; hyphens; Y5/6 statutory words
Spring 2	Rumaysa	Diary/dialogue in role; fairy-tale reworking/prequel	Sir Gawain and the Green Knight - Michael Morpurgo	-cial/-tial; -cious/-tious; Y5/6 statutory words
Summer 1	Resist	Recruitment poster/diary; biography of Audrey Hepburn	Resist - Tom Palmer	Silent letters; ei after c; ei/ey; subject-specific vocabulary; Y5/6 statutory words
Summer 2	High Rise Mystery	Police report; extended mystery narrative	High Rise Mystery - Sharna Jackson	Revisit ough, -able/-ible and -ant/-ent families; personal spelling targets

Owls Cycle B: September 2027 - July 2028

Half-term	Writing Root	Two writing outcomes	Ambitious Faster Read	No Nonsense spelling focus
Autumn 1	The Odyssey	Speech/diary in role; epic adventure story	The Odyssey - Gillian Cross	Baseline; rare GPCs; ough words; -able/-ible; statutory words
Autumn 2	Can We Save the Tiger?	Persuasive speech/poster; discussion text	The Last Bear - Hannah Gold	Homophones; -ant/-ance/-ancy; -ent/-ence/-ency; proofreading
Spring 1	The Lost Thing	Formal letter/guide; own version narrative	Hidden Figures: Young Readers' Edition - Margot Lee Shetterly	-cial/-tial; -cious/-tious; silent letters; hyphenated words
Spring 2	Robot Girl	Discussion/debate; science-fiction narrative	Boy in the Tower - Polly Ho-Yen	Revision of Y3/4 gaps; apostrophes; homophones; accuracy
Summer 1	The Lost Happy Endings	Poetry/direct speech scene; prequel from alternative perspective	Cogheart - Peter Bunzl	SATs and transition spelling revision; rare GPCs; proofreading
Summer 2	Kaspar, Prince of Cats	Report/advertising leaflet; newspaper article	Kaspar, Prince of Cats - Michael Morpurgo	Secondary-ready spelling habits; academic and curriculum vocabulary

Additional Year 6 priority strand for 2026-2027

Because spelling is an identified area for improvement, Year 6 pupils should receive three additional short sessions per week of around 10 minutes. Focus on high-frequency errors, suffixes, prefixes, apostrophes, homophones, statutory words and accurate application in independent writing.