

## Overview of writing 2024-25

<u>Term</u>	<u>Number of Weeks</u>	<u>Narrative &amp; Non-Fiction - Fixed outcomes (3 pieces)</u>	<u>Additional outcomes of choice</u>	<u>Total number of outcomes</u>
Autumn 1	8 weeks	5 weeks for Narrative & Non Fiction outcomes: <ul style="list-style-type: none"> <li>• 1 week – Phase 1 immersion</li> <li>• 2 weeks – Phase 2 &amp; 3 for each piece of writing (4 in total)</li> </ul> 1 piece of independent writing in yellow book	3 weeks: - two of the following <ul style="list-style-type: none"> <li>• 1 poetry</li> <li>• 1 Cross curricular</li> <li>• 1 additional content</li> </ul>	5
Autumn 2	7 weeks	5 weeks for Narrative & Non Fiction outcomes: <ul style="list-style-type: none"> <li>• 1 week – Phase 1 immersion</li> <li>• 2 weeks – Phase 2 &amp; 3 for each piece of writing (4 in total)</li> </ul> 1 piece of independent writing in yellow book	1 week - One of the following <ul style="list-style-type: none"> <li>• 1 poetry</li> <li>• 1 Cross curricular</li> <li>• 1 additional content</li> </ul>	4
Spring 1	6 weeks	5 weeks for Narrative & Non Fiction outcomes: <ul style="list-style-type: none"> <li>• 1 week – Phase 1 immersion</li> <li>• 2 weeks – Phase 2 &amp; 3 for each piece of writing (4 in total)</li> </ul> 1 piece of independent writing in yellow book	1 week - One of the following <ul style="list-style-type: none"> <li>• 1 poetry</li> <li>• 1 Cross curricular</li> <li>• 1 additional content</li> </ul>	4
Spring 2	7 weeks	5 weeks for Narrative & Non Fiction outcomes: <ul style="list-style-type: none"> <li>• 1 week – Phase 1 immersion</li> <li>• 2 weeks – Phase 2 &amp; 3 for each piece of writing (4 in total)</li> </ul> 1 piece of independent writing in yellow book	1 week - One of the following <ul style="list-style-type: none"> <li>• 1 poetry</li> <li>• 1 Cross curricular</li> <li>• 1 additional content</li> </ul>	4
Summer 1	4 weeks	5 weeks for Narrative & Non Fiction outcomes: <ul style="list-style-type: none"> <li>• 1 week – Phase 1 immersion</li> <li>• 1.5/2 weeks – Phase 2 &amp; 3 for each piece of writing (3 in total)</li> </ul> 1 piece of independent writing in yellow book		3
Summer 2	7 weeks	5 weeks for Narrative & Non Fiction outcomes: <ul style="list-style-type: none"> <li>• 1 week – Phase 1 immersion</li> <li>• 2 weeks – Phase 2 &amp; 3 for each piece of writing (4 in total)</li> </ul> 1 piece of independent writing in yellow book	1 week - One of the following <ul style="list-style-type: none"> <li>• 1 poetry</li> <li>• 1 Cross curricular</li> <li>• 1 additional content</li> </ul>	4

**Year 1 – Long Term Planning – Writing – Year A**

**To inform**

**To Argue**

**To Explain**

**To Entertain**

- **Year 1 phoneme** should be **applied** in writing as they are taught through the Systematic Synthetic Phonics scheme.
- By the **end of Year 1** children should be able to spell **many** of the **Year 1 common exception words accurately** and apply these in their writing.
- By the **end of Year 1** children should be able to spell the **days of the week accurately**
- **Writing** across the year should be for a **range of purposes and audiences**. It should contain **literary language** and **organisational devices** relevant to the text type.
- **Writing** should follow the agreed policy of **planning, drafting, editing and revising**.
- **Handwriting and spelling** should be **modelled** and meet year group expectations.
- Y1 **Handwriting** should form most lower-case letters in the correct direction, starting and finishing in the right place. Most capital letters should be formed correctly. Finger spaces should be used consistently.
- **Grammar** should be **revisited regularly** through the year, once taught.
- **Terminology from previous years should be consistently used.**

Term	Topic/Text	Narrative outcome	Non-Fiction outcome	Grammar	Terminology
1	Nosy Crow Fairy Tales: Jack and the Beanstalk by Ed Bryan  Teacher Choice Traditional Tales	<b>To Entertain - Narrative:</b> Retell the story – sequence the events	<b>To Explain - Instructions</b> - A numbered list of items taken from the Giant  <b>To Argue – Persuade:</b> Write a persuasive letter from Jack to the Giant asking for the items (rather than stealing them) 'Please can you give me...'	<b>Prior Learning/Non-negotiable (based on EYFS ELG for Writing)</b> <b>Fine-Motor skills</b> <ul style="list-style-type: none"> <li>• To hold a pencil <b>effectively</b> using the <b>tripod grip</b> in <b>most</b> cases</li> <li>• To use a range of small tools including scissors, paint brushed and cutlery</li> <li>• To begin to show <b>accuracy</b> and care when <b>drawing</b></li> </ul> <b>Literacy</b> <ul style="list-style-type: none"> <li>• Able to <b>retell stories</b> and narratives using their <b>own words</b> and recently introduced vocabulary</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• To <b>write recognisable letters, most of which are correctly formed</b></li> <li>• To spell words identifying sounds in them and representing sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others</li> </ul> <b>Y1</b> <ul style="list-style-type: none"> <li>• To form <b>consistent letter sizes</b> and leave <b>spaces between words</b>.</li> </ul>	

2	Octopus Shoktopus by Peter Bently  CC Link - Geography	<b>To Entertain Narrative:</b> Retell the story or Innovate the story with a different animal	<b>To Argue - Persuade:</b> Write an invitation to your new animal to come and be on top of your house.  <i>'I invite you to sit on my house and...'</i>	<ul style="list-style-type: none"> <li>• To compose a <b>sentence orally</b> before writing it.</li> <li>• To consistently use <b>capital letter 'I'</b> and their <b>own name</b></li> <li>• To use <b>some capital letters</b> for <b>proper nouns</b>, including <b>days of the week</b></li> <li>• To use <b>'and'</b> to join <b>words</b></li> <li>• To make phonetically plausible spelling choices based on the phonemes taught so far.</li> <li>• To start to spell <b>some Year 1 common exception</b> words</li> </ul>	letter capital letter word
3	The Tin Forest by Helen Ward & Wayne Anderson  CC Link – Science – Everyday Materials	<b>To Entertain Narrative:</b> Describe the setting  Sequence the story	<b>To Inform - Recount</b> Send a postcard from the man in his new forest (past tense)	<ul style="list-style-type: none"> <li>• To use 'and' to join <b>clauses</b></li> <li>• To use <b>capital letters accurately</b> at the <b>start of many sentences.</b></li> <li>• To use <b>full stops accurately</b> at the end of <b>many sentences.</b></li> <li>• To use the <b>past tense</b> with <b>some accuracy</b></li> <li>• To continue to make phonetically plausible spelling choices based on the phonemes taught so far.</li> <li>• To continue to spell some Year 1 common exception words</li> </ul>	sentence punctuation full stop
4	The Bear & The Piano by David Litchfield  Quality Text CC	<b>To Entertain Narrative:</b> Describe the character.  Describe the setting  Write an alternative ending based on prediction.	<b>To Inform – postcard/recount</b> Make a poster to advertise the bear's concert (present tense)  <b>Letter:</b> Write a letter home from the Bear to say where he is.	<ul style="list-style-type: none"> <li>• To use the <b>present tense</b> with <b>some accuracy</b></li> <li>• To begin to <b>punctuate sentences</b> using <b>exclamation marks</b></li> <li>• To continue to make phonetically plausible spelling choices based on the phonemes taught so far.</li> <li>• To continue to spell some Year 1 common exception words</li> <li>• To use and know the difference between <b>singular</b> and <b>plural nouns</b> using –s and –es</li> <li>• To <b>sequence sentences</b> to form a short narrative</li> </ul>	plural singular exclamation mark

5	<p>The Colour Monster by Anna Llenas</p> <p>Teacher Choice Quality Text</p>	<p><b>To Entertain Narrative:</b> Write a character description</p> <p><b>Poetry</b> Write a describing poem</p>	<p><b>To Argue - Discussion</b> Write questions to ask the Colour Monster</p> <p>Answer questions from Monsters point of view</p>	<ul style="list-style-type: none"> <li>• To begin to punctuate sentences using <b>question marks</b></li> <li>• To continue to make phonetically plausible spelling choices based on the phonemes taught so far.</li> <li>• To spell many Year 1 common exception words</li> <li>• To continue to gain fluency through regular practise of the above grammar</li> <li>• To sequence sentences to form a short narrative</li> </ul>	question mark
6	<p>Julian is a Mermaid by Jessica Love</p> <p>EDI Quality Text</p>	<p><b>To Entertain Narrative:</b> Retell the story</p> <p>Innovate – ‘<i>Julian or Juliet the...</i>’ and design a new costume</p> <p>Write a ‘wish’ letter about what you would like to be.</p>	<p><b>To Explain - Instruction</b></p> <p>Write simple instructions on how to become a mermaid</p>	<ul style="list-style-type: none"> <li>• To continue to make phonetically plausible spelling choices based on the phonemes taught so far.</li> <li>• To spell many Year 1 common exception words accurately</li> <li>• To sequence sentences to form a short narrative</li> <li>• To continue to gain fluency through regular practise of the above grammar</li> </ul>	

**Year 1 – Long Term Planning – Writing – Year B**

**To inform**      **To Argue**      **To Explain**      **To Entertain**

- **Year 1 phoneme** should be **applied** in writing as they are taught through the Systematic Synthetic Phonics scheme.
- By the **end of Year 1** children should be able to spell **many of the Year 1 common exception words accurately** and apply these in their writing.
- By the **end of Year 1** children should be able to spell the **days of the week accurately**
- **Writing** across the year should be for a **range of purposes and audiences**. It should contain **literary language** and **organisational devices** relevant to the text type.
- **Writing** should follow the agreed policy of **planning, drafting, editing and revising**.
- **Handwriting and spelling** should be **modelled** and meet year group expectations.
- **Y1 Handwriting** should form most lower-case letters in the correct direction, starting and finishing in the right place. Most capital letters should be formed correctly. Finger spaces should be used consistently.
- **Grammar** should be **revisited regularly** through the year, once taught.
- **Terminology from previous years should be consistently used.**

Term	Topic/Text	Narrative outcome	Non-Fiction outcome	Grammar	Terminology
1	How to catch a star by Oliver Jeffers  CC Link – History – Significant people – Neil Armstrong	<b>To Entertain - Narrative:</b> Retell the story – sequence the events	<b>To Explain - Instructions:</b> Cloze procedure to complete instructions with key words  <b>To Argue– Persuade</b> Write a simple letter about what to do with the star.  'Dear... Now you have caught a star you can...'	<b>Prior Learning/Non-negotiable (based on EYFS ELG for Writing)</b> <b>Fine-Motor skills</b> <ul style="list-style-type: none"> <li>• To hold a pencil <b>effectively</b> using the <b>tripod grip</b> in <b>most cases</b></li> <li>• To use a range of small tools including scissors, paint brushes and cutlery</li> <li>• To begin to show <b>accuracy</b> and care when <b>drawing</b></li> </ul> <b>Literacy</b> <ul style="list-style-type: none"> <li>• Able to <b>retell stories</b> and narratives using their <b>own words</b> and recently introduced vocabulary</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• To <b>write recognisable letters, most of which are correctly formed</b></li> <li>• To spell words identifying sounds in them and representing sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others</li> </ul> <b>Y1</b> <ul style="list-style-type: none"> <li>• To form <b>consistent letter sizes</b> and leave <b>spaces between words</b>.</li> </ul>	

2	<p>Tiny crab is a tidy crab by Paula Bowles</p> <p>CC Link – Geography – Why is out world wonderful?</p>	<p><b>To Entertain Narrative:</b> Retell the story or Innovate the story with a different animal</p>	<p><b>To Argue - Persuade:</b> Create a poster telling people to be tidy</p>	<ul style="list-style-type: none"> <li>To compose a <b>sentence orally</b> before writing it.</li> <li>To consistently use <b>capital letter 'I'</b> and their <b>own name</b></li> <li>To use <b>some capital letters</b> for <b>proper nouns</b>, including <b>days of the week</b></li> <li>To use <b>'and'</b> to join <b>words</b></li> <li>To make phonetically plausible spelling choices based on the phonemes taught so far.</li> <li>To start to spell <b>some Year 1 common exception</b> words</li> </ul>	<p>letter capital letter word</p>
3	<p>The Queens Knickers by Nicholas Allan</p> <p>CC Link – History – Significant Kings and Queens of England</p>	<p><b>To Entertain Narrative:</b> Innovate Change Queen to King Change knickers to socks Add another place to look</p>	<p><b>To Inform - Letter</b> Write a simple letter to the people of Britain informing them the Queen has lost her knickers and she would very much like help in finding them.</p>	<ul style="list-style-type: none"> <li>To use <b>'and'</b> to join <b>clauses</b></li> <li>To use <b>capital letters accurately</b> at the <b>start of many sentences.</b></li> <li>To use <b>full stops accurately</b> at the end of <b>many sentences.</b></li> <li>To use the <b>past tense</b> with <b>some accuracy</b></li> <li>To continue to make phonetically plausible spelling choices based on the phonemes taught so far.</li> <li>To continue to spell some Year 1 common exception words</li> </ul>	<p>sentence punctuation full stop</p>
4	<p>The Robot and the Bluebird by David Lucas</p> <p>CC Link – Geography – Would you prefer to live in a hot place or a cold place?</p>	<p><b>To Entertain Narrative:</b> Describe the character.  Describe the setting</p>	<p><b>To Explain – Instruction</b>  How to build a robot How to look after a robot Instructions for a robot to do a task.</p>	<ul style="list-style-type: none"> <li>To use the <b>present tense</b> with <b>some accuracy</b></li> <li>To begin to <b>punctuate sentences</b> using <b>exclamation marks</b></li> <li>To continue to make phonetically plausible spelling choices based on the phonemes taught so far.</li> <li>To continue to spell some Year 1 common exception words</li> <li>To use and know the difference between <b>singular</b> and <b>plural nouns</b> using <b>–s</b> and <b>–es</b></li> <li>To <b>sequence sentences</b> to form a short narrative</li> </ul>	<p>plural singular exclamation mark</p>
5	<p>Lost in the Toy Museum by David Lucas</p> <p>CC Link – History – Toys over time</p>	<p><b>To Entertain Narrative:</b> Describe toys  <b>Poetry</b> Write a poem about toys</p>	<p><b>To Inform - Poster</b> Create a 'Lost' poster  <b>To Argue – persuade</b> Invite people to a toy museum – letter/invitation or poster</p>	<ul style="list-style-type: none"> <li>To begin to punctuate sentences using <b>question marks</b></li> <li>To continue to make phonetically plausible spelling choices based on the phonemes taught so far.</li> <li>To spell many Year 1 common exception words</li> <li>To continue to gain fluency through regular practise of the above grammar</li> <li>To sequence sentences to form a short narrative</li> </ul>	<p>question mark</p>

6	<p>Little Red by Bethan Woolvin</p> <p>Teacher Choice Quality Text Traditional Tales</p>	<p><b>To Entertain</b> <b>Narrative:</b></p> <p>Retell the story – sequence the story</p> <p>Setting description</p> <p>Character description</p>	<p><b>To Inform - reports</b></p> <p>Write a very simple newspaper report about the Wolf (past tense)</p>	<ul style="list-style-type: none"> <li>• To continue to make phonetically plausible spelling choices based on the phonemes taught so far.</li> <li>• To spell many Year 1 common exception words accurately</li> <li>• To sequence sentences to form a short narrative</li> <li>• To continue to gain fluency through regular practise of the above grammar</li> </ul>	
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**Year 2 – Long Term Planning – Writing – Year A**

**To inform**      **To Argue**      **To Explain**      **To Entertain**

- **Writing** across the year should be for a **range of purposes and audiences**. It should contain **literary language** and **organisational devices** relevant to the text type.
- **Writing** should follow the agreed policy of **planning, drafting, editing and revising**.
- **Handwriting and spelling** should be **modelled** and meet year group expectations.
- Y2 **Handwriting** should form capital letters and digits of the **correct size, orientation and relationship to one another** and to lower-case letters and use spacing between words that reflects the size of the letters.
- **Grammar** should be **revisited regularly** through the year, once taught.
- **Terminology from previous years should be consistently used.**

Term	Topic/Text	Narrative outcome	Non-Fiction outcome	Grammar	Terminology
1	Leaf by Sandra Dieckmann  CC Link – Science – Animals including humans	<b>To Entertain Narrative:</b>  Setting description  Character description  Sequencing story	<b>To Inform - recounts</b> Postcard home (from polar bear)  Diary in role (polar bear)  Non-chronological report – polar bears	<b>Prior Learning/Non-negotiable (based on Year 1 Working at standard)</b> <i>To write a series of sentences to convey information and form short narratives using the following:</i> <ul style="list-style-type: none"> <li>• Understand and use terminology</li> <li>• Use <b>'and'</b> to join words and clauses</li> <li>• Use <b>many</b> capital letters and full stops accurately to start and end sentences</li> <li>• <b>Consistently</b> use capital letter for personal pronoun and name</li> <li>• Make phonetically plausible spelling choices based on phonics taught so far.</li> <li>• Apply Year 1 spelling rules</li> <li>• Use finger spaces <b>consistently</b></li> <li>• Form <b>most</b> lower case and capital letters correctly.</li> </ul>	<b>(based on Year 1 Working at standard)</b>  letter capital letters word singular plural sentence punctuation full stop question mark exclamation mark
2	Look Up! by Nathan Bryan  Quality Text EDI	<b>To Entertain Narrative:</b>  Character description	<b>To Argue - Persuasive</b> Write a letter/Poster To persuade people to Look Up! – detailed  <b>To Explain – Instructions</b> How to spot a meteor shower.	<ul style="list-style-type: none"> <li>• Understand and use terminology</li> <li>• Use simple <b>expanded noun phrases</b> to describe and specify e.g. <b>the blue butterfly</b></li> <li>• Use <b>commas</b> to list e.g. <b>I was cold, wet and miserable</b></li> <li>• Use <b>full stops</b> and <b>capital letters</b> consistently e.g. <b>include edited writing</b></li> <li>• Use co-ordination <b>'but/and'</b> e.g. <b>I was wet but we still had to go outside.</b></li> </ul>	<b>(New to Year 2)</b> adjective noun noun phrase suffix tense (past) comma compound (sentence) verb



				<ul style="list-style-type: none"> <li>Use the <b>past tense</b> correctly and consistently</li> <li>Use terminology <b>suffix</b> for teaching '-ed'</li> </ul>	
3	<p>The Can Caravan by Richard O'Neill</p> <p>CC Link – Science – Everyday materials EDI</p>	<p><b>To Entertain Narrative</b></p> <p>Re-telling story - sequencing (innovate – change the material type)</p> <p>Design a new caravan and write a description</p> <p>Thank you letter from Mrs Tolen</p>	<p><b>To Explain – Instructions</b></p> <p>Instruction writing – How to restore a caravan</p> <p><b>To Argue – Persuasive</b></p> <p>Write a letter to persuade people to help and collect materials.</p>	<ul style="list-style-type: none"> <li>Understand and use terminology</li> <li>Use the <b>present tense</b> correctly and consistently</li> <li>Use <b>co-ordination 'but/and/or/so'</b></li> <li>Use sentences of different forms – <b>command and question</b></li> <li>Use <b>question marks accurately</b></li> <li>Use <b>subordinations 'because'</b> e.g. <i>The children were cold because they had forgotten their coats.</i></li> <li>Use <b>apostrophe for contractions</b></li> </ul>	<p>tense (present)</p> <p>statement</p> <p>question</p> <p>compound (sentence)</p> <p>apostrophe</p>
4	<p>The Secret Sky Garden by Linda Sarah &amp; Fiona Lumbers</p> <p>CC Link – Science - Plants</p>	<p><b>To Entertain Narrative</b></p> <p>Setting description</p> <p>Innovate – change location</p>	<p><b>To Explain – Instructions</b></p> <p>How to make a sky garden/How to grow plants</p>	<ul style="list-style-type: none"> <li>Understand and use terminology</li> <li>Use sentences of different forms – <b>exclamation and statement</b></li> <li>Use <b>adverbs accurately</b> to prove more detail in sentences</li> <li>Use <b>exclamation marks accurately</b></li> <li>Use <b>subordinations 'because/when'</b></li> <li>Use <b>apostrophe</b> for singular <b>possession</b></li> </ul>	<p>exclamation</p> <p>command</p> <p>adverb</p> <p><i>singular (from Y1)</i></p>
5	<p>Bringing the rain to Kapiti Plain by Verna Aardema</p> <p>CC Link – Science – Living things and their habitats</p>	<p><b>To Entertain Narrative</b></p> <p>Sequence the story.</p> <p>Setting description</p>	<p><b>To inform – recount</b></p> <p>Write Ki-pat's diary</p> <p><b>To inform – non chronological report</b> - weather</p>	<ul style="list-style-type: none"> <li>Understand and use terminology</li> <li>Use <b>progressive past tense accurately</b></li> <li>Use subordinations <b>'because/when/if/that'</b></li> <li><i>Re-visit previous grammar objectives to secure accuracy</i></li> </ul>	<p>past tense</p>

6	Home for Grace by Kathryn White & Rachael Dean Quality Text EDI	<p><b>To Entertain Narrative</b></p> <p>Sequence the story.</p> <p>Character description</p> <p>Innovation – change Grace’s character to a male, from a different country, homeless for a different reason.</p>	<p><b>To Argue – Persuasive</b></p> <p>‘Missing’ poster – ‘Have you seen Grace?’</p> <p>Jess to create a detailed poster to help find Grace.</p> <p><b>To inform – recount</b></p> <p>Write a return letter to Grace from Jess after Jess realises that Grace is safe and well.</p>	<ul style="list-style-type: none"> <li>• Understand and use terminology</li> <li>• Use <b>progressive present tense accurately</b></li> <li>• Introduce the diagonal and horizontal strokes needed to join some letters</li> <li>• <i>Re-visit previous grammar objectives to secure accuracy</i></li> </ul>	present tense
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**Year 2 – Long Term Planning – Writing – Year B**

**To inform**      **To Argue**      **To Explain**      **To Entertain**

- **Writing** across the year should be for a **range of purposes and audiences** including writing simple coherent **narratives**, writing about **real events, poetry** and a **range of different purposes**. It should contain **literary language** and **organisational devices** relevant to the text type.
- **Writing** should follow the agreed policy of **planning, drafting, editing and revising**.
- **Handwriting and spelling** should be **modelled** and meet year group expectations.
- Y2 **Handwriting** should form capital letters and digits of the **correct size, orientation and relationship to one another** and to lower-case letters and use spacing between words that reflects the size of the letters.
- **Grammar** should be **revisited regularly** through the year, once taught.
- **Terminology from previous years should be consistently used.**

Term	Topic/Text	Narrative outcome	Non-Fiction outcome	Grammar	Terminology
1	<p>Man on the moon by Simon Bartram</p> <p>CC Link –History – Significant Wider World Events – Neil Armstrong/Moon Landings</p>	<p><b>To Entertain Narrative</b></p> <p>Sequence the story</p> <p>Write a diary – ‘A day in the life of Bob’</p> <p>Setting description</p> <p>Character description</p>	<p><b>To Argue - Persuade</b></p> <p>Write a job description for Bob, to recruit a new moon worker</p> <p><b>OR</b></p> <p><b>To Argue Persuade</b></p> <p>Create a travel leaflet for tourists</p> <p><b>To inform – Non-chronological report</b></p> <p>About the aliens who live on the moon (fictional)</p>	<p><b>Prior Learning/Non-negotiable (based on Year 1 Working at standard)</b></p> <p><i>To write a series of sentences to convey information and form short narratives using the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Understand and use terminology</i></li> <li>• <i>Use ‘and’ to join words and clauses</i></li> <li>• <i>Use <b>many</b> capital letters and full stops accurately to start and end sentences</i></li> <li>• <i><b>Consistently</b> use capital letter for personal pronoun and name</i></li> <li>• <i>Make phonetically plausible spelling choices based on phonics taught so far.</i></li> <li>• <i>Apply Year 1 spelling rules</i></li> <li>• <i>Use finger spaces <b>consistently</b></i></li> <li>• <i>Form <b>most</b> lower case and capital letters correctly.</i></li> </ul>	<p><b>(based on Year 1 Working at standard)</b></p> <p><i>letter</i></p> <p><i>capital letters</i></p> <p><i>word</i></p> <p><i>singular</i></p> <p><i>plural</i></p> <p><i>sentence</i></p> <p><i>punctuation</i></p> <p><i>full stop</i></p> <p><i>question mark</i></p> <p><i>exclamation mark</i></p>

<p>2</p>	<p>Tidy by Emily Gravett</p> <p>CC Link –Geography– Why is our World Wonderful?</p>	<p><b>To Entertain Narrative</b></p> <p>Sequence the story</p> <p>Setting description</p> <p>Character description</p> <p>Innovate – different animal to tidy or a different place to tidy – like the beach or the ocean.</p>	<p><b>To Argue Persuade</b> Create a Countryside Rules poster/leaflet</p> <p><b>To Explain – Instructions</b> Write a set of instructions (by Pete) on how to tidy the countryside</p> <p><b>To inform – Non-chronological report</b> On forest animals</p>	<ul style="list-style-type: none"> <li>• Understand and use terminology</li> <li>• Use simple <b>expanded noun phrases</b> to describe and specify e.g. <i>the blue butterfly</i></li> <li>• Use <b>commas</b> to list e.g. <i>I was cold, wet and miserable</i></li> <li>• Use <b>full stops</b> and <b>capital letters</b> consistently e.g. <i>include edited writing</i></li> <li>• Use co-ordination '<b>but/and</b>' e.g. <i>I was wet but we still had to go outside.</i></li> <li>• Use the <b>past tense</b> correctly and consistently</li> <li>• Use terminology <b>suffix</b> for teaching '-ed'</li> </ul>	<p><b>(New to Year 2)</b></p> <p>adjective noun noun phrase suffix tense (past) comma compound (sentence) verb</p>
<p>3</p>	<p>The Last Tree by Emily Haworth-Booth</p> <p>CC Link –Science – Plants (term 4) EDI/CC/BV</p>	<p><b>To Entertain Narrative</b></p> <p>Setting description</p> <p>Character description</p> <p>Diaries in role – point of view of either parents, children or neighbours (about each other)</p>	<p><b>To Argue Persuade</b> Write a letter from the children to the parents pleading with them to stop cutting the trees down and replace the trees. (using questions)</p> <p><b>To Explain – Explanation</b> Life-cycle of a plant/tree – use diagrams, labels and captions</p>	<ul style="list-style-type: none"> <li>• Understand and use terminology</li> <li>• Use the <b>present tense</b> correctly and consistently</li> <li>• Use <b>co-ordination 'but/and/or/so'</b></li> <li>• Use sentences of different forms – <b>command and question</b></li> <li>• Use <b>question marks accurately</b></li> <li>• Use <b>subordinations 'because'</b> e.g. <i>The children were cold because they had forgotten their coats.</i></li> <li>• Use <b>apostrophe for contractions</b></li> </ul>	<p>tense (present) statement question compound (sentence) apostrophe</p>

4	<p>Meerkat Mail by Emily Gravett</p> <p>CC Link –Science – Living things and their habitats (term 5)</p>	<p><b>To Entertain Narrative</b></p> <p>Setting description</p> <p>Write a postcard</p> <p>Innovate – sunny to find an alternative home (e.g. by the seaside)</p>	<p><b>To inform – Fact File</b></p> <p>To create a fact file on – Meerkats, deserts (or different environments)</p> <p><b>To Argue Persuade</b></p> <p>Write an invitation postcard to your new setting</p>	<ul style="list-style-type: none"> <li>• Understand and use terminology</li> <li>• Use sentences of different forms – <b>exclamation and statement</b></li> <li>• Use <b>adverbs accurately</b> to prove more detail in sentences</li> <li>• Use <b>exclamation marks accurately</b></li> <li>• Use <b>subordinations ‘because/when’</b></li> <li>• Use <b>apostrophe</b> for singular <b>possession</b></li> </ul>	<p>exclamation command adverb <i>singular (from Y1)</i></p>
5	<p>Traction Man! by Mini Grey</p> <p>CC Link –History – Toys over time</p>	<p><b>To Entertain Narrative</b></p> <p>Innovate Traction Mans next adventure (in to sea/ocean – underwater)</p>	<p><b>To Argue - Persuade</b></p> <p>Write a job description for Traction Man. (What type of character &amp; physical traits are needed to be... Traction Man!</p> <p>OR</p> <p><b>To Argue - Persuade</b></p> <p>Create an advert to ‘sell’ the Traction Man toy.</p>	<ul style="list-style-type: none"> <li>• Understand and use terminology</li> <li>• Use <b>progressive past tense accurately</b></li> <li>• Use subordinations <b>‘because/when/if/that’</b></li> <li>• <i>Re-visit previous grammar objectives to secure accuracy</i></li> </ul>	<p>past tense</p>
6	<p>Grandad’s Camper by Harry Woodgate</p> <p>CC Link –Geography – What is it like to live by the coast EDI</p>	<p><b>To Entertain/Inform Narrative</b></p> <p>Write a set of postcards from the various places Grandad visited, with Gramps – detailed setting descriptions</p> <p>Write a postcard/letter from</p>	<p><b>To Explain – Instructions</b></p> <p>How to renovate/fix-up a camper van</p>	<ul style="list-style-type: none"> <li>• Understand and use terminology</li> <li>• Use <b>progressive present tense accurately</b></li> <li>• Introduce the diagonal and horizontal strokes needed to join some letters</li> <li>• <i>Re-visit previous grammar objectives to secure accuracy</i></li> </ul>	<p>present tense</p>

		girl back to parents telling them of her trip with Grandad (progressive present)			
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**Year 3 – Long Term Planning – Writing – Year A**

**To inform**      **To Argue**      **To Explain**      **To Entertain**

- **Writing** across the year should be for a **range of purposes and audiences** including writing to **entertain, inform, argue and explain**. It should contain **literary language** and **organisational devices** relevant to the text type.
- **Writing** should follow the agreed policy of **planning, drafting, editing and revising**.
- **Handwriting and spelling** should be **modelled** and meet year group expectations.
- By the end of the year to spell **some** words from the **Y3/4 spelling** list correctly using the school’s agreed spelling scheme of work (Purple Mash)
- Y3 **Handwriting** to use **diagonal/horizontal strokes** that are needed to join letters.
- **Handwriting** should be **legible** and **maintain consistency**.
- **Grammar** should be **revisited regularly** through the year, once taught.
- **Terminology from previous years should be consistently used**.

Term	Topic/Text	Narrative outcome	Non-Fiction outcome	Grammar	New Terminology
1	How to wash a woolly mammoth by Michelle Robinson  CC Link –History – Stone Age CC	<b>To Entertain Narrative</b>  Character description  Sequence and re-write as a story	<b>To Explain - Instructions</b> Write a set of instructions - detailed  <b>To inform – Report</b> Write a non-chronological report about a Woolly Mammoth (made-up)	<b>Prior Learning/Non-negotiable (based on Year 2 Working at standard)</b> <ul style="list-style-type: none"> <li>• Spell <b>many</b> KS1 common exception words correctly.</li> <li>• Spell using the KS1 phonemes <b>mostly</b>.</li> <li>• Add <b>-er, -est, -ing, -ed, -s</b> where there is no change to the root word e.g. jump, jumping, jumper.</li> <li>• Demarcate most sentences <b>accurately with full stops and capital letters</b></li> <li>• Form <b>letters of the correct size</b> relative to one another</li> <li>• Use <b>expanded noun phrases</b> to add detail e.g. the scary dragon, red hot flames</li> <li>• Write <b>sentences that make sense</b>.</li> </ul>	word family
2	The Firework Makers Daughter by Philip Pullman <b>Class set available with Mrs Swain</b>  CC Link –Geography – Why do people live near volcanoes CC	<b>To Entertain Narrative</b>  Setting descriptions (Lila’s journey through the forest and viewing the Volcano)  Write the next part of the story	<b>To Explain – simple explanation</b> How volcanoes are formed/work  <b>To Argue – Persuade</b> Write a letter from Lila to Lachland persuade her father to let her be a firework maker.	<ul style="list-style-type: none"> <li>• Use <b>noun phrases expanded with adjectives and adverbs</b> e.g. extremely hot flames; a brave and dangerous mission; the most terrifying dragon in the whole world.</li> <li>• Use <b>‘a’ or ‘an’ correctly</b> and know which letters are <b>consonants</b> and which are <b>vowels</b></li> <li>• <b>Punctuate</b> sentences <b>accurately with exclamation marks and commas in lists</b>.</li> <li>• Use <b>past tense correctly</b> and consistently</li> <li>• Use <b>conjunctions, prepositions and adverbs for time</b> e.g. when, before, next, then, later;</li> </ul>	preposition conjunction prefix consonant vowel

		(following being kidnapped by the pirates)	Write a response explaining why she can't be.		
3	<p>Marcy and the riddle of the Sphinx by Joe Todd Stanton</p> <p>CC Link –History – Ancient Civilisations – Ancient Egypt CC</p>	<p><b>To Entertain/ Recounts Narrative</b></p> <p>Write diary entries in role (Marcy) at various stages of the book.</p>	<p><b>To Inform – Reports</b> Non-chronological report on mythical creatures (Sphinx)</p> <p><b>To Argue – Persuade</b> Write a letter to Persuade Marcy to be brave and go exploring.</p>	<ul style="list-style-type: none"> <li>• Use <b>present tense correctly</b> and consistently</li> <li>• Use <b>conjunctions, prepositions and adverbs for place</b> e.g. where, in, above, under, next to.</li> <li>• Use apostrophes for contractions correctly e.g. can't, won't, shouldn't</li> <li>• Extend the range of sentences with more than one clause by using a <b>wider range of conjunctions</b> e.g. yet, as, while, before, after, until, while</li> <li>• Start to use <b>paragraphs</b> to group related information</li> <li>• Use <b>simple organisational devices</b> e.g. headings, sub-headings, captions</li> </ul>	<p>prefix clause subordinate clause</p>
4	<p>The Great Kapok Tree by Lynne Cherry</p> <p>CC Link –Geography – Why are rainforests important to us? CC</p>	<p><b>To Entertain Narrative</b></p> <p>Setting &amp; character description</p> <p>Extended/new Ending</p> <p>Innovation – new character</p>	<p><b>To Inform – Reports</b> Non-chronological report on Rainforest</p> <p><b>OR</b></p> <p><b>To Inform – Reports</b> Rainforest Fact file</p> <p><b>To Argue – Persuade</b> Persuasive letter against deforestation</p>	<ul style="list-style-type: none"> <li>• Use <b>conjunctions, prepositions and adverbs for; cause</b> e.g. because, since, as, so</li> <li>• Use <b>past tense correctly</b> and consistently</li> <li>• Use <b>apostrophes for singular possession</b> correctly e.g. the dragon's teeth</li> </ul>	
5	<p>The King who banned the dark by Emily Haworth-Booth or The Dark by Lemony Snickett</p> <p>CC Link –Science – Light</p>	<p><b>To Entertain Narrative</b></p> <p>Innovate the story – alternative setting, alternative 'banning'. alternative character.</p>	<p><b>To Inform - Report</b> Write a report about what the King did and how people felt about it.</p> <p><b>To Argue – Persuade</b> Write a letter from the residents to the King,</p>	<ul style="list-style-type: none"> <li>• Use the <b>past progressive form</b> of the verb to show actions in progress e.g. The dragon was flying in the air.</li> <li>• <b>Punctuate speech</b> using <b>inverted commas</b> (speech marks) with some accuracy.</li> </ul>	<p>direct speech</p>



			pleading to stop the ban		
6	<p>Leon and the Place between by Angela McAllister</p> <p>Teacher choice Quality Text</p>	<p><b>To Entertain/ Recount Narrative</b></p> <p>Sequence the events</p> <p>Write a diary entry from Leon about 'the place between'</p>	<p><b>To Inform – Newspaper report –</b> reviewing the show</p> <p><b>To Argue – Persuade</b> Create a poster or advertising leaflet encouraging people to come to the circus.</p>	<ul style="list-style-type: none"> <li>Use the <b>present progressive form</b> of the verb to show actions in progress e.g. The flames are burning the village.</li> </ul>	

**Year 3 – Long Term Planning – Writing – Year B**

**To inform**      **To Argue**      **To Explain**      **To Entertain**

- **Writing** across the year should be for a **range of purposes and audiences** including writing to **entertain, inform, argue and explain**. It should contain **literary language** and **organisational devices** relevant to the text type.
- **Writing** should follow the agreed policy of **planning, drafting, editing and revising**.
- **Handwriting and spelling** should be **modelled** and meet year group expectations.
- By the end of the year to spell **some** words from the **Y3/4 spelling** list correctly using the school’s agreed spelling scheme of work (Purple Mash)
- Y3 **Handwriting** to use **diagonal/horizontal strokes** that are needed to join letters.
- **Handwriting** should be **legible** and **maintain consistency**.
- **Grammar** should be **revisited regularly** through the year, once taught.
- **Terminology from previous years should be consistently used**.

Term	Topic/Text	Narrative outcome	Non-Fiction outcome	Grammar	New Terminology
1	My Secret War Diary, by Flossie Albright by Marcia Williams  CC Link – History – Why did Britain go to war CC, BV	<b>To Entertain Narrative</b>  Sequencing the story  Character description	<b>To Inform - Diary</b>  Write a diary in role/contrasting entry  Write a letter in role	<b>Prior Learning/Non-negotiable (based on Year 2 Working at standard)</b> <ul style="list-style-type: none"> <li>• Spell <b>many</b> KS1 common exception words correctly.</li> <li>• Spell using the KS1 phonemes <b>mostly</b>.</li> <li>• Add <b>-er, -est, -ing, -ed, -s</b> where there is no change to the root word e.g. jump, jumping, jumper.</li> <li>• Demarcate most sentences <b>accurately with full stops and capital letters</b></li> <li>• Form <b>letters of the correct size</b> relative to one another</li> <li>• Use <b>expanded noun phrases</b> to add detail e.g. the scary dragon, red hot flames</li> <li>• Write <b>sentences that make sense</b>.</li> </ul>	word family
2	The Rhythm of the Rain by Graham Baker Smith  CC Link – Geography – What are rivers and how are they formed?	<b>To Entertain Poetry</b>  Write a poem from the view point of Issac’s pool water – any poetry form suitable	<b>To Explain - Explanation</b>  A simple explanation of the journey of a river <b>or</b> <b>To Inform - Letter</b>  Write a letter from Cassi to Issac – thanking for the water (explain the journey of	<ul style="list-style-type: none"> <li>• Use <b>noun phrases expanded with adjectives and adverbs</b> e.g. extremely hot flames; a brave and dangerous mission; the most terrifying dragon in the whole world.</li> <li>• Use <b>‘a’ or ‘an’ correctly</b> and know which letters are <b>consonants</b> and which are <b>vowels</b></li> <li>• <b>Punctuate</b> sentences <b>accurately with exclamation marks and commas in lists</b>.</li> <li>• Use <b>past tense correctly</b> and consistently</li> <li>• Use <b>conjunctions, prepositions and adverbs for time</b> e.g. when, before, next, then, later;</li> </ul>	preposition conjunction prefix consonant vowel

			the water: the water cycle)		
3	<p>The Barnabus Project by The Fan Brothers</p> <p>CC Link – Science – Animals including humans (from a previous term)</p>	<p><b>To Entertain – Narrative</b></p> <p>Write a character description of Barnabus</p> <p>Write a setting description – contrasting the world ‘above’ and the lab ‘below’</p>	<p><b>To Inform - Report</b> Non-chron report on mythical creatures</p> <p><b>To Explain</b> Instructions on how to escape the lab</p>	<ul style="list-style-type: none"> <li>• Use <b>present tense correctly</b> and consistently</li> <li>• Use <b>conjunctions, prepositions and adverbs for place</b> e.g. where, in, above, under, next to.</li> <li>• Use apostrophes for contractions correctly e.g. can’t, won’t, shouldn’t</li> <li>• Extend the range of sentences with more than one clause by using a <b>wider range of conjunctions</b> e.g. yet, as, while, before, after, until, while</li> <li>• Start to use <b>paragraphs</b> to group related information</li> <li>• Use <b>simple organisational devices</b> e.g. headings, sub-headings, captions</li> </ul>	<p>prefix clause subordinate clause</p>
4	<p>Mia’s Story by Michael Foreman</p> <p>CC Link – Geography – Environmental, Where people live</p>	<p><b>To Entertain Narrative</b></p> <p>Write character and setting descriptions</p> <p>Innovate a new story – new setting or ne character</p>	<p><b>To Argue – Persuade</b></p> <p>A persuasive leaflet or letter to encourage people to recycle/care for their environment</p>	<ul style="list-style-type: none"> <li>• Use <b>conjunctions, prepositions and adverbs for; cause</b> e.g. because, since, as, so</li> <li>• Use <b>past tense correctly</b> and consistently</li> <li>• Use <b>apostrophes for singular possession</b> correctly e.g. the dragon’s teeth</li> <li>•</li> </ul>	
5	<p>Last: The Story of a white rhino by Nicola Davies</p> <p>CC Link – Science – Living things and their habitats CC</p>	<p><b>To Entertain Narrative – poem</b></p> <p>Sequence the story</p> <p>Rewrite as a poem</p>	<p><b>To Inform – Reports</b> Non-chronological report on white rhino conservation</p> <p><b>OR</b></p> <p><b>To Inform – Reports</b> White Rhino conservation- Fact file</p> <p><b>To Argue – Persuade</b> Persuasive letter to protect white rhinos from extinction</p>	<ul style="list-style-type: none"> <li>• Use the <b>past progressive form</b> of the verb to show actions in progress e.g. The dragon was flying in the air.</li> <li>• <b>Punctuate speech</b> using <b>inverted commas</b> (speech marks) with some accuracy.</li> </ul>	<p>direct speech</p>

6	<p>Window by Jeannie Baker</p> <p>CC Link – Geography – Environmental, Are all settlements the same.</p>	<p><b>To Entertain Poetry</b></p> <p>Write a poem from the view point of the boy detailing what he sees and how his environment changes.</p>	<p><b>To Argue – Persuade</b></p> <p>Write a letter to developers to ask them to not build on the land.</p>	<ul style="list-style-type: none"> <li>• Use the <b>present progressive form</b> of the verb to show actions in progress e.g. The flames are burning the village.</li> </ul>	
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Year 4 – Long Term Planning – Writing – Year A

**To inform**      **To Argue**      **To Explain**      **To Entertain**

- **Writing** across the year should be for a **range of purposes and audiences**, including writing to **entertain, inform, argue and explain**. It should contain **literary language** and **organisational devices** relevant to the text type.
- **Writing** should follow the agreed policy of **planning, drafting, editing and revising**.
- **Handwriting and spelling** should be **modelled** and meet year group expectations.
- By the end of the year to spell **most** words from the **Y3/4 spelling** list correctly using the school’s agreed spelling scheme of work (Purple Mash)
- Y4 **Handwriting** to use **diagonal/horizontal strokes** that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- **Handwriting** should be **legible, joined** and **maintain a consistent style** with increased quality and speed.
- **Grammar** should be **revisited regularly** through the year, once taught.
- **Terminology from previous years should be consistently used.**

Term	Topic/Text	Narrative outcome	Non-Fiction outcome	Grammar	New Terminology
1	Stone Age Boy by Satoshi Kitamura  CC Link – History – The Stone Age to Iron Age	<b>To Entertain- Narrative</b> Re-tell the story/Sequence the story  Character description – boy or girl  Setting description	<b>To Explain- Instruction</b>  How to live in the Stone Age  How to survive the Stone Age/Bear attack	<b>Prior Learning/Non-negotiable (based on Year 3 Working at standard)</b> <ul style="list-style-type: none"> <li>• <i>Spell KS1 common exception words accurately.</i></li> <li>• <i>Demarcate sentences accurately with full stops, capital letters, question marks and exclamation marks.</i></li> <li>• <i>Use a range of adverbs for time e.g. later, soon, next</i></li> <li>• <i>Use a range of adverbs for place e.g. here, there, away, nearby.</i></li> <li>• <i>Use simple past tense mostly accurately.</i></li> <li>• <i>Use simple present tense mostly accurately</i></li> <li>• <i>Use a range of co-ordinating conjunctions including and, but, or, so, yet</i></li> <li>• <i>Use a range of subordinating conjunctions including since, as, when, because</i></li> </ul>	
2	Escape from Pompeii by Christina Balit  CC Link Geography – Why do people live near volcanoes?	<b>To Entertain- Narrative</b> Write a setting description  <b>To Entertain- Poem</b> Use a poetry form of choice	<b>To Inform – Diary</b> Write a diary recount of a survivor  <b>To Explain- Explanation</b> How a volcano works	<ul style="list-style-type: none"> <li>• Use <b>noun phrases expanded by prepositional phrases</b> e.g. the dragon with a fire-breathing mouth; razor-sharp talons at the end of its arms</li> <li>• To use <b>determiners</b> to provide precision in determining or qualifying the noun. e.g. <b>many</b> people gathered, <b>some</b> children were crying, <b>all</b> of the penguins looked sad, <b>an</b> octopus came to stay, <b>the</b> monkey was a sleep, <b>that</b> man stole by coat, <b>my</b> house is on fire</li> </ul>	determiner adverbial

		to tell the story or describe the setting or describe the volcano eruption		<ul style="list-style-type: none"> <li>Use <b>present</b> and <b>past tense correctly and consistently</b> throughout writing</li> <li>Use <b>fronted adverbials for time</b> e.g. many years ago, after a while.</li> </ul>	
3	<p>There's a Pharaoh in our bath by Jeremy Strong</p> <p>CC Link - History – The Ancients</p>	<p><b>To Entertain-Narrative</b></p> <p>Write a sequel or innovate character/ setting</p>	<p><b>To Argue – Persuade</b></p> <p>Write a letter to persuade the Pharaoh to move somewhere else.</p> <p>or</p> <p><b>To Explain-Instructions</b></p> <p>How to remove/ look after a Pharaoh in your house.</p>	<ul style="list-style-type: none"> <li>Use <b>fronted adverbials for place</b> e.g. inside the castle, all over its back</li> <li>Use <b>commas to mark fronted adverbials</b> e.g. Later that morning, From deep within the cave,</li> <li>Use a <b>range of subordinating conjunctions</b> to form <b>complex sentences</b> e.g. <b>as, while, before, after, until, while although, since, even though, though.</b></li> <li><b>Organise content</b> into <b>relevant paragraphs</b> across the text.</li> <li>Use <b>headings</b> and <b>sub-headings appropriately</b> in non-fiction writing.</li> </ul>	
4	<p>Kensuke's Kingdom by Michael Morpurgo</p> <p><b>Class set available with Mrs Swain</b></p> <p>CC Link – Geography – Why are rainforest important to us?</p>	<p><b>To Entertain-Narrative</b></p> <p>Character / Setting descriptions</p> <p>Innovate next part of the story</p> <p>Write story from view point of Kensuke</p>	<p><b>To Argue – Persuade</b></p> <p>Write a persuasive letter or balanced argument about missing school for a year to travel around the world.</p> <p><b>To Inform – Diary</b></p> <p>Write innovative diary entries from the ship's log.</p>	<ul style="list-style-type: none"> <li><b>Accurately manage tense changes</b> where needed e.g. a story written in the past tense with present tense for speech.</li> <li>Use <b>inverted commas</b> and other punctuation <b>accurately</b> to indicate <b>direct speech</b> e.g. "Help me," Alex screamed. "This dragon's going to burn me to a crisp!"</li> <li>Use <b>fronted adverbials for manner</b> e.g. shaking uncontrollably, with fear in her eyes.</li> </ul>	

5	<p>King Kong by Anthony Browne</p> <p>CC – Classic Text, Teacher Choice</p>	<p><b>To Entertain- Narrative</b></p> <p>Sequence the s story</p> <p>Character / Setting descriptions</p>	<p><b>To Inform – Newspaper report</b></p> <p>- Write a newspaper report based on King Kong</p>	<ul style="list-style-type: none"> <li>• Show some <b>variety in complex sentence structure</b>, positioning the <b>subordinate clause at the start</b> (e.g. Although it was dangerous, Alex was determined to face the dragon.) and <b>at the end</b> (e.g. Alex was determined to face the dragon, although it was dangerous.) of sentences</li> <li>• <b>Maintain cohesion</b> across a piece of writing, including through the use of a <b>variety of nouns and pronouns</b> e.g. the dragon, the monster, the beast, it; Alex, she, the girl.</li> <li>• Use <b>apostrophes</b> to mark <b>plural possession</b></li> </ul>	<p>pronoun possessive pronoun</p>
6	<p>The Cloud Tea Monkey by Mal Peet &amp; Elspeth Graham</p> <p>CC Link – Geography – Where does our food come from?, EDI</p>	<p><b>To Entertain- Narrative – Diary/recount</b></p> <p>Write a diary from Tashi's view point</p>	<p><b>To Argue - Persuade</b></p> <p>Write a letter to persuade the doctor to visit mother. or Write a letter to persuade the Overseer to support mother or An advert for Cloud Monkey Tea</p> <p><b>To Explain – Instruction</b> – How to make a cup of Cloud Monkey Tea</p>	<ul style="list-style-type: none"> <li>• Use the <b>present perfect form</b> of verbs e.g. The villagers <b>have</b> been terrified. The dragon <b>has</b> been defeated</li> <li>• <b>Revisit all previous grammar taught</b> to ensure <b>coherent, consistent</b> and <b>accurate</b> use across writing.</li> </ul>	

## Year 4 – Long Term Planning – Writing – B

To inform

To Argue

To Explain

To Entertain

- **Writing** across the year should be for a **range of purposes and audiences**, including writing to **entertain, inform, argue and explain**. It should contain **literary language** and **organisational devices** relevant to the text type.
- **Writing** should follow the agreed policy of **planning, drafting, editing and revising**.
- **Handwriting and spelling** should be **modelled** and meet year group expectations.
- By the end of the year to spell **most** words from the **Y3/4 spelling** list correctly using the school’s agreed spelling scheme of work (Purple Mash)
- Y4 **Handwriting** to use **diagonal/horizontal strokes** that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- **Handwriting** should be **legible, joined** and **maintain a consistent style** with increased quality and speed.
- **Grammar** should be **revisited regularly** through the year, once taught.
- **Terminology from previous years should be consistently used**.

Term	Topic/Text	Narrative outcome	Non-Fiction outcome	Grammar	New Terminology
1	Tail-end Charlie by Brita Granstrom & Mick Manning  CC Links – History - WWII	<b>To Entertain-Narrative – Diary/recount</b> Re-tell the story  Write a diary from Charlie’s point of view	<b>To Argue – Persuade</b> Create a recruitment poster  <b>To inform – report</b> Write a flight report about what happened on one of the flight missions	<b>Prior Learning/Non-negotiable (based on Year 3 Working at standard)</b> <ul style="list-style-type: none"> <li>• <i>Spell KS1 common exception words accurately.</i></li> <li>• <i>Demarcate sentences accurately with full stops, capital letters, question marks and exclamation marks.</i></li> <li>• <i>Use a range of adverbs for time e.g. later, soon, next</i></li> <li>• <i>Use a range of adverbs for place e.g. here, there, away, nearby.</i></li> <li>• <i>Use simple past tense mostly accurately.</i></li> <li>• <i>Use simple present tense mostly accurately</i></li> <li>• <i>Use a range of co-ordinating conjunctions including and, but, or, so, yet</i></li> <li>• <i>Use a range of subordinating conjunctions including since, as, when, because</i></li> </ul>	
2	The Iron Man by Ted Hughes  CC Links – Classic book	<b>To Entertain Narrative</b>  Character descriptions	<b>To Explain – Instructions</b> How to build a robot?  <b>To Argue – Persuade</b>	<ul style="list-style-type: none"> <li>• Use <b>noun phrases expanded by prepositional phrases</b> e.g. the dragon with a fire-breathing mouth; razor-sharp talons at the end of its arms</li> <li>• To use <b>determiners</b> to provide precision in determining or qualifying the noun. e.g. <b>many</b> people gathered, <b>some</b> children were crying, <b>all</b> of the penguins looked sad, <b>an</b> octopus came</li> </ul>	determiner adverbial



		Setting Description  Innovate next part of the story.	Persuasive letter to the 'authorities' not to harm the Iron Man	to stay, <b>the</b> monkey was a sleep, <b>that</b> man stole by coat, <b>my</b> house is on fire <ul style="list-style-type: none"> <li>Use <b>present</b> and <b>past tense correctly</b> and <b>consistently</b> throughout writing</li> <li>Use <b>fronted adverbials for time</b> e.g. many years ago, after a while.</li> </ul>	
3	Leo and the Gorgons Curse by Joe Todd-Stanton  CCL – History – Ancient Greece	<b>To Entertain Narrative</b>  Innovate a story to tell how Leo slayed the serpent (do not read past page 31)	<b>To inform – Non-Chronological report</b> Write a non-chronological report for a mythical creature. (can innovate own creature)  <b>To Argue – Persuade</b> Write a formal letter/contract/pact between Athena and the mythical creatures based on the end of the story	<ul style="list-style-type: none"> <li>Use <b>fronted adverbials for place</b> e.g. inside the castle, all over its back</li> <li>Use <b>commas to mark fronted adverbials</b> e.g. Later that morning, From deep within the cave,</li> <li>Use a <b>range of subordinating conjunctions</b> to form <b>complex sentences</b> e.g. <b>as, while, before, after, until, while although, since, even though, though.</b></li> <li><b>Organise content</b> into <b>relevant paragraphs</b> across the text.</li> <li>Use <b>headings</b> and <b>sub-headings appropriately</b> in non-fiction writing.</li> </ul>	
4	Footpath Flowers by Jonarno Lawson & Sydney Smith  CCL – Science – Plants, PSHE – wellbeing, Geography – The Environment	<b>To Entertain Narrative</b>  Create a narrative for the book (wordless book)	<b>To Argue – Persuade</b> Write a persuasive letter about how nature is good for mental health and wellbeing	<ul style="list-style-type: none"> <li><b>Accurately manage tense changes</b> where needed e.g. a story written in the past tense with present tense for speech.</li> <li>Use <b>inverted commas</b> and other punctuation <b>accurately</b> to indicate <b>direct speech</b> e.g. "Help me," Alex screamed. "This dragon's going to burn me to a crisp!"</li> <li>Use <b>fronted adverbials for manner</b> e.g. shaking uncontrollably, with fear in her eyes.</li> </ul>	

<p>5</p>	<p>Romans on the rampage by Jeremy Strong</p> <p>CCL – History – The Roman Empire</p>	<p><b>To Entertain Narrative</b></p> <p>Write a character description for one character in the books either the Raven or Scorcha.</p> <p>Choose part of the book to support the writing. Read the rest of the book as a class novel.</p>	<p><b>To inform – Non-Chronological report</b></p> <p>All about the Roman Empire</p> <p><b>To Explain – Instructions</b></p> <p>Write a job description for a charioteer.</p>	<ul style="list-style-type: none"> <li>• Show some <b>variety in complex sentence structure</b>, positioning the <b>subordinate clause at the start</b> (e.g. Although it was dangerous, Alex was determined to face the dragon.) and <b>at the end</b> (e.g. Alex was determined to face the dragon, although it was dangerous.) of sentences</li> <li>• To identify the <b>main clause</b> and that which is the <b>subordinate clause</b></li> <li>• <b>Maintain cohesion</b> across a piece of writing, including through the use of a <b>variety of nouns and pronouns</b> e.g. the dragon, the monster, the beast, it; Alex, she, the girl.</li> <li>• Use <b>apostrophes</b> to mark <b>plural possession</b></li> </ul>	<p>pronoun possessive pronoun</p>
<p>6</p>	<p>Sparrow Girl by Sara Pennypacker</p> <p>CCL – Science – Animals and their habitats, Geography – Environmental impact,</p> <p>EDI &amp; CC</p>	<p><b>To Entertain Narrative</b></p> <p>Write a diary entry from Ming-Lis point of view on the day they village made the great noise</p> <p>Write a character description of Ming-Li</p>	<p><b>To Argue – Persuade</b></p> <p>Write a persuasive letter from Ming-li to the farmers telling them why saving the sparrows was so important to farming.</p>	<ul style="list-style-type: none"> <li>• Use the <b>present perfect form</b> of verbs e.g. The villagers <b>have</b> been terrified. The dragon <b>has</b> been defeated</li> <li>• <b>Revisit</b> all <b>previous grammar taught</b> to ensure <b>coherent, consistent</b> and <b>accurate</b> use across writing.</li> </ul>	

Year 5 – Long Term Planning – Writing – A

**To inform**      **To Argue**      **To Explain**      **To Entertain**

- **Writing** across the year should be for a **range of purposes and audiences**, selecting language and **formality** that shows awareness of the reader. Writing should include writing to **entertain, inform, argue** and **explain**. It should contain **literary language** and **organisational devices** relevant to the text type.
- **Writing** should follow the agreed policy of **planning, drafting, editing and revising**.
- **Handwriting and spelling** should be **modelled** and meet year group expectations.
- By the end of the year to spell **some** words from the **Y5/6 spelling** list correctly using the school’s agreed spelling scheme of work (Purple Mash)
- **Y5 Handwriting** to use **diagonal/horizontal strokes** that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- **Handwriting** should be **legible, joined** and **maintain a consistent style** with increased quality and speed.
- **Grammar** should be **revisited regularly** through the year, once taught.
- **Terminology from previous years should be consistently used.**

Term	Topic/Text	Narrative outcome	Non-Fiction outcome	Grammar	New Terminology
1	The Viewer by Gary Crew & Shaun Tan  Teacher Choice, Quality Text	<b>To Entertain Narrative</b>  Setting description (one of the viewer images)  Innovate – what happens to Tristan or his mother next?	<b>To inform - report</b>  Write a missing poster either for Tristan or the Viewer	<b>Prior Learning/Non-negotiable (based on Year 4 Working at standard)</b> <ul style="list-style-type: none"> <li>• Spell <b>many</b> words from the <b>Year 3/4 word list correctly</b>.</li> <li>• Use <b>co-ordinating and subordinating conjunctions</b>.</li> <li>• <b>Identify main and subordinate clauses</b>.</li> <li>• <b>Demarcate sentences accurately</b> with full stops, capital letters, questions marks and exclamation marks</li> <li>• Use <b>apostrophes for contractions and singular possession accurately</b>.</li> <li>• Use <b>commas in lists and speech marks around direct speech with some accuracy</b>.</li> <li>• Use <b>expanded noun phrases precisely</b> to add detail across a piece of writing</li> <li>• Use <b>simple paragraphs</b>.</li> </ul>	
2	House held up by trees by Ted Kooser	<b>To Entertain Narrative</b>  Setting or character description – based on show not tell.	<b>To Argue – Persuade</b>  Create an advert to sell the house (look at real-life examples of house selling marketing material)	<ul style="list-style-type: none"> <li>• <b>Develop settings and characters</b> in narrative e.g. through using show-not-tell, describing reactions to other characters, reactions to the setting.</li> <li>• Use <b>dialogue</b> in narrative to show the relationship between characters and move the action on and <b>speech punctuation accurately</b>.</li> <li>• Use <b>relative pronouns</b> (that, which, who, whom, whose) to write <b>relative clauses</b>.</li> </ul>	relative pronoun relative clause

		Re-writing part/end of story by using dialogue to move the story forward.		<ul style="list-style-type: none"> <li>Use <b>commas to mark relative clauses</b> e.g. Alex, who was incredibly brave, charged up to the fierce creature.</li> </ul>	
3	<p>Henry's Freedom Box by Ellen Levine &amp; Kadir Nelson</p> <p>or/and Coming to England by Floella Benjamin</p> <p>CCL – History – Black and British, EDI</p>	<p><b>To Entertain Narrative</b></p> <p>To write a diary entry from Henry's point of view after significant events.</p>	<p><b>To inform – Newspaper Report</b></p> <p>To write a newspaper report about Henry's escape.</p>	<ul style="list-style-type: none"> <li>Use <b>adverbs</b> e.g. possibly, certainly, definitely, perhaps, surely to <b>indicate degrees of possibility</b>.</li> <li>Use <b>modal verbs</b> e.g. can, could, couldn't, should, will, won't, would, may to <b>indicate degrees of possibility</b></li> <li>Write <b>complex sentences</b> with the <b>subordinate clause</b> at the <b>start</b>, (e.g. Although it was dangerous, Alex was determined to face the dragon.); <b>middle</b> (e.g. Alex was determined, although it was dangerous, to face the dragon.) and <b>end</b> (e.g. Alex was determined to face the dragon, although it was dangerous.) of the sentence.</li> <li>Use <b>commas to mark subordinate clauses</b> e.g. Alex charged up to the dragon, which was an incredibly brave thing to do.</li> </ul>	modal verb
4	<p>Questions &amp; Answers about Refugees by Katie Daynes, Asha de Sousa</p> <p>CCL – EDI, Geography – Why does population change?</p>	<p><b>To Entertain Narrative</b></p> <p>Write a creative/narrative diary about the journey of a refugee.</p>	<p><b>To Argue-Persuade</b></p> <p>Write a persuasive argument about migration and permitting refugees into another country.</p>	<ul style="list-style-type: none"> <li>Use <b>tense consistently</b> and <b>correctly</b> throughout their writing, including accurate use of <b>simple, progressive and perfect verb</b> forms where used.</li> <li>Use the <b>perfect form of verbs</b> to mark relationships of <b>time</b> and <b>cause</b> e.g. It <b>has been</b> reported that dragon eggs <b>have been</b> found on the South coast. Scientists <b>had believed</b> the eggs were from a bird of prey but, after the first egg hatched yesterday, they <b>have</b> now confirmed the eggs are baby dragons.</li> <li><b>Begin</b> to use <b>brackets, dashes and commas to mark parenthesis</b> e.g. The creature, a terrifying dragon, was waiting for her. Eastern dragons (from China) are thought to bring good fortune. Alex had decided – come what may – to defeat the beast</li> </ul>	<p>parenthesis</p> <p>bracket</p> <p>dash</p>

5	<p>Wild City by Ben Hoare</p> <p>CCL – Science – Living Things and their habitats</p>	<p><b>To Entertain – Poetry</b></p> <p>Choose a city and write a descriptive narrative poem about the wildlife there.</p>	<p><b>To inform – Non Chronological report</b></p> <p>Write a report about a particular animal or a particular cities wildlife.</p>	<ul style="list-style-type: none"> <li>• Use a <b>range of devices to build cohesion within and across paragraphs</b> e.g. consistent tense and person; pronoun chains; range of conjunctions; adverbs and adverbial phrases; repetition for effect.</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader e.g. bullet points, diagrams, pictures, font size and type.</li> <li>• <b>Revisit</b> grammar taught previously in the year</li> </ul>	<p>cohesion ambiguity</p>
6	<p>The Giant and the Sea by Trent Jamieson &amp; Rovina Cai</p> <p>CCL_ geography Link – Why do Oceans Matter?</p>	<p><b>To Entertain – Narrative</b></p> <p>Innovate – write a sequel to the story</p>	<p><b>To Argue- Balanced Argument</b></p> <p>Write a balanced argument from both points of view – the businessmen and the giant.</p>	<ul style="list-style-type: none"> <li>• Use <b>expanded noun phrases to convey complicated information concisely</b> e.g. several species of dragon inhabit the forests of China. The dragon with golden scales is the most dangerous of all.</li> <li>• <b>Revisit</b> grammar taught previously in the year</li> </ul>	

## Year 5 – Long Term Planning – Writing – B

To inform

To Argue

To Explain

To Entertain

- **Writing** across the year should be for a **range of purposes and audiences**, selecting **language** and **formality** that shows **awareness of the reader**. Writing should include writing to **entertain, inform, argue** and **explain**. It should contain **literary language** and **organisational devices** relevant to the text type.
- **Writing** should follow the agreed policy of **planning, drafting, editing and revising**.
- **Handwriting and spelling** should be **modelled** and meet year group expectations.
- By the end of the year to spell **some** words from the **Y5/6 spelling** list correctly using the school's agreed spelling scheme of work (Purple Mash)
- **Y5 Handwriting** to use **diagonal/horizontal strokes** that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- **Handwriting** should be **legible, joined** and **maintain a consistent style** with increased quality and speed.
- **Grammar** should be **revisited regularly** through the year, once taught.
- **Terminology from previous years should be consistently used.**

Term	Topic/Text	Narrative outcome	Non-Fiction outcome	Grammar	New Terminology
1	War Horse by Michael Morpurgo  CCL – WWI & Remembrance, Teacher Choice	<b>To Entertain – Narrative</b>  To write character descriptions.  To write diary entries in role	<b>To Argue – to persuade</b>  To write a persuasive argument for the use of animals in the war effort.	<b>Prior Learning/Non-negotiable (based on Year 4 Working at standard)</b> <ul style="list-style-type: none"> <li>• Spell <b>many</b> words from the <b>Year 3/4 word list correctly</b>.</li> <li>• Use <b>co-ordinating and subordinating conjunctions</b>.</li> <li>• <b>Identify main and subordinate clauses</b>.</li> <li>• <b>Demarcate sentences accurately</b> with full stops, capital letters, questions marks and exclamation marks</li> <li>• Use <b>apostrophes for contractions and singular possession accurately</b>.</li> <li>• Use <b>commas in lists and speech marks</b> around direct speech with <b>some accuracy</b>.</li> <li>• Use <b>expanded noun phrases precisely</b> to add detail across a piece of writing</li> <li>• Use <b>simple paragraphs</b>.</li> </ul>	
2	Wild is the wind by Grahame Baker-Smith  CCL – Geography – different locations, CC	<b>To Entertain – Narrative</b>  To write a setting description.	<b>To Explain – Explanation</b>  Write an explanation on the migration patterns and life cycle of the swift	<ul style="list-style-type: none"> <li>• <b>Develop settings and characters</b> in narrative e.g. through using show-not-tell, describing reactions to other characters, reactions to the setting.</li> <li>• Use <b>dialogue</b> in narrative to show the relationship between characters and move the action on and <b>speech punctuation accurately</b>.</li> </ul>	relative pronoun relative clause

		To write part of the narrative with dialogue		<ul style="list-style-type: none"> <li>Use <b>relative pronouns</b> (that, which, who, whom, whose) to write <b>relative clauses</b>.</li> <li>Use <b>commas to mark relative clauses</b> e.g. Alex, who was incredibly brave, charged up to the fierce creature.</li> </ul>	
3	Alma – The Literacy Shed	<p><b>To Entertain – Narrative</b></p> <p>To write character and setting descriptions.</p> <p>To write out as a whole narrative story.</p>	<p><b>To Argue – to persuade</b></p> <p>Write a warning poster to other children to take care when entering the shop.</p>	<ul style="list-style-type: none"> <li>Use <b>adverbs</b> e.g. possibly, certainly, definitely, perhaps, surely to <b>indicate degrees of possibility</b>.</li> <li>Use <b>modal verbs</b> e.g. can, could, couldn't, should, will, won't, would, may to <b>indicate degrees of possibility</b></li> <li>Write <b>complex sentences</b> with the <b>subordinate clause</b> at the <b>start</b>, (e.g. Although it was dangerous, Alex was determined to face the dragon.); <b>middle</b> (e.g. Alex was determined, although it was dangerous, to face the dragon.) and <b>end</b> (e.g. Alex was determined to face the dragon, although it was dangerous.) of the sentence.</li> <li>Use <b>commas to mark subordinate clauses</b> e.g. Alex charged up to the dragon, which was an incredibly brave thing to do.</li> </ul>	modal verb
4	<p>The Dam by David Almond</p> <p>CCL – Geography - Where does our energy come from?</p> <p><i>(See Mrs Swain for a range of other 'dreamy adventures' – Journey, Farther and Flood, if require an alterntaive)</i></p>	<p><b>To Entertain – Narrative</b></p> <p>Setting descriptions</p> <p>Poems – focusing on the setting</p>	<p><b>To Argue – to persuade</b></p> <p>To Write a balanced argument about the needs for and against building a Dam</p>	<ul style="list-style-type: none"> <li>Use <b>tense consistently</b> and <b>correctly</b> throughout their writing, including accurate use of <b>simple, progressive and perfect verb</b> forms where used.</li> <li>Use the <b>perfect form of verbs</b> to mark relationships of <b>time and cause</b> e.g. It <b>has been</b> reported that dragon eggs <b>have been</b> found on the South coast. Scientists <b>had believed</b> the eggs were from a bird of prey but, after the first egg hatched yesterday, they <b>have</b> now confirmed the eggs are baby dragons.</li> <li><b>Begin</b> to use <b>brackets, dashes and commas to mark parenthesis</b> e.g. The creature, a terrifying dragon, was waiting for her. Eastern dragons (from China) are thought to bring good fortune. Alex had decided – come what may – to defeat the beast</li> </ul>	parenthesis bracket dash

5	<p>Gender Swap Fairytale by Karrie Fransman &amp; Jonathan Plackett</p> <p>CCL - EDI</p>	<p><b>To Entertain – Narrative</b></p> <p>Write own fairytale gender swap</p> <p>(Read a Fairytale of choice and use show innovation of gender swap characters)</p>	<p><b>To Inform – Reports / Newspaper report</b></p> <p>Write a non- chronological report or Newspaper report based on an aspect of your chosen Fairy Tale</p>	<ul style="list-style-type: none"> <li>• Use a <b>range of devices to build cohesion within and across paragraphs</b> e.g. <b>consistent tense and person; pronoun chains; range of conjunctions, main and subordinate clauses</b></li> <li>• Use further <b>organisational and presentational devices</b> to structure text and to guide the reader e.g. bullet points, diagrams, pictures, font size and type.</li> <li>• <b>Revisit</b> grammar taught previously in the year</li> </ul>	<p>cohesion ambiguity</p>
6	<p>Curiosity: The Story of the Mars Rover by Markus Motum</p> <p>CCL – Science – Earth and Space</p>	<p><b>To Entertain Narrative</b></p> <p>To write a diary in role of the Rover or from the perspective of a viewer.</p>	<p><b>To Inform – Newspaper Report</b></p> <p>Report on the landing of Curiosity (find actual newspaper reports of the time)</p> <p><b>To Inform – Non Chronological Report</b> Based on space and planets</p>	<ul style="list-style-type: none"> <li>• Use a <b>range of devices to build cohesion within and across paragraphs</b> e.g. <b>adverbs and adverbial phrases; repetition for effect, expanded noun phrases,</b></li> <li>• Use <b>expanded noun phrases to convey complicated information concisely</b> e.g. several species of dragon inhabit the forests of China. The dragon with golden scales is the most dangerous of all.</li> <li>• <b>Revisit</b> grammar taught previously in the year</li> </ul>	



Year 6 – Long Term Planning – Writing – A

To inform      To Argue      To Explain      To Entertain

- **Writing** across the year should be effective and for a **range of purposes and audiences**, selecting language and **formality** that shows awareness of the reader. Writing should include writing to **entertain, inform, argue and explain**. It should contain **literary language** and **organisational devices** relevant to the text type. Writers should **appropriately select vocabulary** and **grammatical structures** that reflect what the writing requires, understand how choices can change and enhance meaning.
- **Writing** should follow the agreed policy of **planning, drafting, editing and revising**.
- **Handwriting and spelling** should be **modelled** and meet year group expectations.
- By the end of the year to spell **most** words from the **Y5/6 spelling** list correctly using the school’s agreed spelling scheme of work (Purple Mash) including synonyms and antonyms
- **Y6 Handwriting** should maintain **legible** and be **joined** when writing at speed, understanding which letters, when adjacent to one another, are best left un-joined.
- **Grammar** should be **revisited regularly** through the year, once taught.
- **Terminology from previous years should be consistently used.**

Term	Topic/Text	Narrative outcome	Non-Fiction outcome	Grammar	New Terminology
1	How to live forever by Colin Thompson  CCL – Quality Text, Thought provoking	<b>To Entertain Narrative</b>  Setting / character description	<b>To Explain - Instructions</b>  A set of instructions on How to live forever  <b>To Argue - To Persuade</b>  To write a balanced argument on the pro’s and con’s of living forever  Write a warning letter	<b>Prior Learning/Non-negotiable (based on Year 5 Working at standard)</b> <ul style="list-style-type: none"> <li>• Spell <b>most</b> words from the <b>Year 3/4 word list correctly</b>.</li> <li>• Spell <b>many</b> words from the <b>Year 5/6 word list correctly</b></li> <li>• Use <b>paragraphs</b> to organise ideas</li> <li>• Use <b>organisational devices</b> to structure writing and support the reader (e.g. headings, sub-headings, bullet points)</li> <li>• use a <b>wider range of punctuation</b> including capital letters, full stops, question marks, commas for lists, to separate clauses, apostrophes for contraction and possession (plural and singular) and speech marks <b>mostly correctly</b></li> <li>• Embed <b>expanded noun phrases, relative clauses, fronted adverbials and modal verbs</b>,</li> <li>• To use commas for clarity consistently</li> <li>• Use <b>consistent tense throughout</b></li> <li>• Use <b>brackets, dashes and commas</b> to indicate <b>parenthesis</b></li> <li>• To use the <b>perfect form</b> of verbs to mark the relationship of <b>time and cause</b>.</li> </ul>	subject object synonym antonym

2	<p>Fia and the Last Snow Deer By Eilish Fisher</p> <p>Quality Text, Teacher Choice</p>	<p><b>To Entertain Narrative</b></p> <p>Character/Setting description</p> <p>To write a Prequel to the story</p> <p>Poetry To write a winter poem</p>	<p><b>To Argue - To Persuade</b></p> <p>To write a persuasive advert encouraging people to visit prehistoric Ireland.</p> <p><b>To Inform – Biography</b> Biography linked to science or art topic.</p>	<ul style="list-style-type: none"> <li>To be able to <b>describe settings, characters and atmosphere</b> using a <b>range of previously taught grammatical devices for effect</b>, such as <b>expanded noun phrases to convey complicated information concisely, adverbial phrases, complex sentences, relative clauses, modal verbs</b></li> <li>Use a <b>range of sentence structures and length</b> to add detail and create specific effects to engage the reader, including sentences with multiple clauses</li> <li>To <b>deliberately select vocabulary</b> and <b>precise word choice</b> to elaborate, create impact and clarify meaning</li> <li>To be able to <b>integrate dialogue</b> in narratives to convey character and advance the action</li> <li>To control the use of <b>inverted commas</b> for <b>direct speech, reported speech</b> and <b>quotations</b></li> <li>To use <b>passive voice</b> for suspense and empathy in narrative.</li> </ul>	<p>passive active</p>
3	<p>The Windrush child by Benjamin Zephania and/or The Undefeated by Kwame Alexander &amp; Kadir Nelson</p> <p>CCL – History – Black &amp; British, EDI</p>	<p><b>To Entertain Narrative</b></p> <p>Write a letter from Leonard back to grandma telling her about your experiences in Britain.</p>	<p><b>To Argue - To Persuade</b></p> <p>Write a persuasive letter to persuade people from the Caribbean to come and live in the UK post WW2</p>	<ul style="list-style-type: none"> <li>Use a <b>wide range of devices to build cohesion</b> within and across paragraphs (e.g conjunctions, adverbials of time and place, pronouns, pronoun chains, fronted adverbials, repetition, synonyms)</li> <li>Use <b>formal language structures</b> in speech and writing, including <b>subjunctive form</b>, question tags, <b>passive voice</b> (for formality) and <b>perfect tense</b>.</li> <li>To use a <b>further range of punctuation</b> including semi-colons, colons, dashes to mark the boundaries of independent clauses <b>accurately</b>.</li> <li>To revisit <b>brackets, dashes or commas</b> to indicate <b>parenthesis</b></li> <li>Use <b>further organisational and presentational devices to structure the text</b> and to guide the readers (e.g. headings, sub-headings, bullet points, lists, underlining)</li> <li>Use a <b>colon</b> to introduce a list and semi-colons within a list</li> <li>Punctuate <b>bullet points</b> consistently</li> <li>Use <b>hyphens</b> to avoid ambiguity and punctuate bullet points consistently</li> </ul>	<p>ellipsis hyphen colon semi-colon bullet points</p>
4	<p>Boy at the back of the class by Onjali Q Rauf</p>	<p><b>To Entertain Narrative</b></p> <p>Write a setting description of the market</p>	<p><b>To Inform – Newspaper Report</b></p> <p>Write a Newspaper report /broadcast</p>	<ul style="list-style-type: none"> <li>To use the <b>perfect form of verbs</b> to mark relationships in time and cause.</li> <li>To use <b>verb tenses consistently and correctly</b> through the writing</li> </ul>	

	CCL – EDI, Geography – Why does population change?		of the event outside Buckingham Palace (Chapter 21-26)  <b>To Argue - To Persuade</b> Write a persuasive letter from the narrator to 'The Boy at the back of the Class' explaining that he wants to help and be his friend.	<ul style="list-style-type: none"> <li>Use <b>passive voice</b> (for formality) to affect the presentation of information in a sentences e.g. the key had been taken from the draw, the man in being held for questioning</li> </ul>	
5	The Island (make links to The Promise) by Armin Greder	<b>To Entertain Narrative</b> Write setting descriptions.  Write an alternative ending	<b>To Argue - To Persuade</b> Write an informal letter to express feelings and emotions.  <b>To Inform – Newspaper Report</b> Write a newspaper report about the new islander.	<ul style="list-style-type: none"> <li>To prepare final narrative pieces for assessment and moderation</li> <li>To be able to <b>control</b> and <b>maintain more complex plots</b></li> <li>To <b>manipulate</b> and <b>control</b> the use of <b>narrative language features</b> e.g figurative devices such as extended metaphors and colloquialisms, power of 3, sentence openers, sentence structure, concise detail through prepositional phrases, adverbials, expanded noun phrases.</li> <li>To <b>revisit all necessary grammar and structural writing techniques</b> as required to ensure a range of writing is covered accurately for assessment and moderation purposes</li> </ul>	

6	<p>Moth by Isabel Thomas &amp; Daniel Egneus</p> <p>CCL – Science – Evolution and Inheritance</p>	<p><b>To Entertain Poetry</b></p> <p>Poetry – write a poem of choice about the moth</p> <p>Learn to write a sciku – science Haiku <a href="#">Learn to write a sciku - YouTube</a></p>	<p><b>To Explain - Explanations</b></p> <p>Write a detailed life-cycle of a moth.</p> <p>Create a story board to explain the process of evolution.</p>	<ul style="list-style-type: none"> <li>• To <b>maintain the fluency of writing</b> to ensure <b>gained experience</b> and <b>automaticity</b> ready for the secondary phase of education.</li> <li>• To <b>manipulate</b> and <b>control</b> the use of <b>non-fictional language</b> and <b>organisation devices</b> including the advanced <b>range of punctuation</b> taught in upper KS2</li> </ul>	
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Year 6 – Long Term Planning – Writing – B

**To inform**      **To Argue**      **To Explain**      **To Entertain**

- **Writing** across the year should be effective and for a **range of purposes and audiences**, selecting language and **formality** that shows awareness of the reader. Writing should include writing to **entertain, inform, argue** and **explain**. It should contain **literary language** and **organisational devices** relevant to the text type. Writers should **appropriately select vocabulary** and **grammatical structures** that reflect what the writing requires, understand how choices can change and enhance meaning.
- **Writing** should follow the agreed policy of **planning, drafting, editing and revising**.
- **Handwriting and spelling** should be **modelled** and meet year group expectations.
- By the end of the year to spell **most** words from the **Y5/6 spelling** list correctly using the school’s agreed spelling scheme of work (Purple Mash) including synonyms and antonyms
- **Y6 Handwriting** should maintain **legible** and be **joined** when writing at speed, understanding which letters, when adjacent to one another, are best left un-joined.
- **Grammar** should be **revisited regularly** through the year, once taught.
- **Terminology from previous years should be consistently used.**

Term	Topic/Text	Narrative outcome (To Entertain)	Non-Fiction outcome	Grammar	New Terminology
1	Beowulf by Michael Morpurgo  CCL – Classic Text, Quality	<b>To Entertain Poetry</b> Kennings  <b>To Entertain Narrative</b> Character description	<b>To Inform – Biography</b> CV or Biography	<b>Prior Learning/Non-negotiable (based on Year 5 Working at standard)</b> <ul style="list-style-type: none"> <li>• Spell <b>most</b> words from the <b>Year 3/4 word list correctly</b>.</li> <li>• Spell <b>many</b> words from the <b>Year 5/6 word list correctly</b></li> <li>• Use <b>paragraphs</b> to organise ideas</li> <li>• Use <b>organisational devices</b> to structure writing and support the reader (e.g. headings, sub-headings, bullet points)</li> <li>• use a <b>wider range of punctuation</b> including capital letters, full stops, question marks, commas for lists, to separate clauses, apostrophes for contraction and possession (plural and singular) and speech marks <b>mostly correctly</b></li> <li>• Embed <b>expanded noun phrases, relative clauses, fronted adverbials and modal verbs</b>,</li> <li>• To use commas for clarity consistently</li> <li>• Use <b>consistent tense throughout</b></li> <li>• Use <b>brackets, dashes and commas</b> to indicate <b>parenthesis</b></li> <li>• To use the <b>perfect form</b> of verbs to mark the relationship of <b>time and cause</b>.</li> <li>• To use <b>figurative language</b> (e.g. personification, metaphor, simile, hyperbole, idiom, alliteration)</li> </ul>	subject object synonym antonym

2	<p>The Promise by Nicola Davies</p> <p>CCL – Quality Text</p>	<p><b>To Entertain Narrative</b> Setting description</p> <p>or</p> <p>Predictions – next part of the story</p>	<p><b>To Inform - Newspaper report</b> Write a Newspaper Article</p> <p>or</p> <p>Diary Entry (recount)</p>	<ul style="list-style-type: none"> <li>• To be able to <b>describe settings, characters and atmosphere</b> using a <b>range of previously taught grammatical devices for effect</b>, such as <b>expanded noun phrases to convey complicated information concisely, adverbial phrases, complex sentences, relative clauses, modal verbs</b></li> <li>• Use a <b>range of sentence structures and length</b> to add detail and create specific effects to engage the reader, including sentences with multiple clauses</li> <li>• To <b>deliberately select vocabulary</b> and <b>precise word choice</b> to elaborate, create impact and clarify meaning</li> <li>• To be able to <b>integrate dialogue</b> in narratives to convey character and advance the action</li> <li>• To control the use of <b>inverted commas</b> for <b>direct speech, reported speech</b> and <b>quotations</b></li> <li>• To use <b>passive voice</b> for suspense and empathy in narrative.</li> </ul>	<p>passive active</p>
3	<p>Cogheart by Peter Bunzl</p> <p>CCL – Teacher choice, Science - Animals</p>	<p><b>To Entertain/Inform Narrative/ Newspaper Recount</b></p> <p>Use the story to create a newspaper report about the narrative.</p>	<p><b>To Argue - Persuade</b> Persuasive text to encourage people to visit Miss Grimshaw’s finishing academy or the air ship</p> <p>or</p> <p><b>To Explain – Discussion</b> Should Mechanimals have the same rights as humans?</p>	<ul style="list-style-type: none"> <li>• Use a <b>wide range of devices to build cohesion</b> within and across paragraphs (e.g conjunctions, adverbials of time and place, pronouns, pronoun chains, fronted adverbials, repetition, synonyms)</li> <li>• Use <b>formal language structures</b> in speech and writing, including <b>subjunctive form</b>, question tags, <b>passive voice</b> (for formality) and <b>perfect tense</b>.</li> <li>• To use a <b>further range of punctuation</b> including semi-colons, colons, dashes to mark the boundaries of independent clauses <b>accurately</b>.</li> <li>• To revisit <b>brackets, dashes</b> or <b>commas</b> to indicate <b>parenthesis</b></li> <li>• Use <b>further organisational</b> and <b>presentational devices</b> to <b>structure the text</b> and to guide the readers (e.g. headings, sub-headings, bullet points, lists, underlining)</li> <li>• Use a <b>colon</b> to introduce a list and semi-colons within a list</li> <li>• Punctuate <b>bullet points</b> consistently</li> <li>• Use <b>hyphens</b> to avoid ambiguity and punctuate bullet points consistently</li> </ul>	<p>ellipsis hyphen colon semi-colon bullet points</p>
4	<p>Holes by Louis Sachar</p>	<p><b>To Entertain Narrative</b> Plot development – moving the story</p>	<p><b>To Inform - Non- Chronological Report</b></p>	<ul style="list-style-type: none"> <li>• To use the <b>perfect form of verbs</b> to mark relationships in time and cause.</li> <li>• To use <b>verb tenses consistently</b> and <b>correctly</b> through the writing</li> </ul>	

	CCL – Teacher Choice, History – Crime and Punishment	forward/innovating the next part of the story	About Yellow spotted Lizard or <b>To Explain – Discussion</b> Does Camp Green Lake teach children valuable lessons	<ul style="list-style-type: none"> <li>Use <b>passive voice</b> (for formality) to affect the presentation of information in a sentences e.g. the key had been taken from the draw, the man is being held for questioning</li> <li>To <b>manipulate</b> and <b>control</b> the use of <b>narrative language features</b> e.g figurative devices such as extended metaphors and colloquialisms, power of 3, sentence openers, sentence structure, concise detail through prepositional phrases, adverbials, expanded noun phrases.</li> </ul>	
5	Wisp – A Story of Hope by Zana Fraillon & Grahame Baker-Smith  CCL – EDI, Quality Text	<b>To Entertain Narrative</b> Write a new ending of Idris’s ‘promise’ his new life or an alternative memory for another character. <b>And</b> write a whole story – innovating on ideas from the books  <b>To Entertain Poetry:</b> Write as a poem using figurative devices/metaphors	<b>To Explain – Explanation</b> Write an Explanation of ‘What is a Wisp and How does it work?’	<ul style="list-style-type: none"> <li>To prepare final narrative pieces for assessment and moderation</li> <li>To be able to <b>control</b> and <b>maintain more complex plots</b></li> <li>To <b>manipulate</b> and <b>control</b> the use of <b>narrative language features</b> e.g figurative devices such as extended metaphors and colloquialisms, power of 3, sentence openers, sentence structure, concise detail through prepositional phrases, adverbials, expanded noun phrases.</li> <li><b>Revisit Passive Voice</b> (for formality and empathy), a range of <b>parenthesis</b></li> <li>To <b>revisit all necessary grammar and structural writing techniques</b> as required to ensure a range of writing is covered accurately for assessment and moderation purposes</li> </ul>	
6	Darwin’s Dragons by Lindsay Galvin  CCL – Science –	<b>To Entertain Narrative</b> Provide opening & write own story Include – character, setting, plot development	<b>To Argue - Discussion</b> To write a balanced argument about Darwin’s collection of species.	<ul style="list-style-type: none"> <li>To <b>maintain the fluency of writing</b> to ensure <b>gained experience</b> and <b>automaticity</b> ready for the secondary phase of education.</li> <li>To <b>manipulate</b> and <b>control</b> the use of <b>non-fictional language</b> and <b>organisation devices</b> including the advanced <b>range of punctuation</b> taught in upper KS2</li> </ul>	

	Evolution and Inheritance & Living things and their habitats, Geography – Where would you like to live?				
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