



# Writing - Long Term Plan.

C Cowley



# Contents

## **Whole School Long Term Plan**

Early Years

### **Narrative**

Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6.

### **Non-Fiction**

Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6.

### **Poetry**

Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6.

Genre maps - Fiction, Non-Fiction and Poetry.

Nursery						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Rhyme and Colour	Let's Celebrate!	Growth and Change		People Who Help Us	Bears, Bears, Bears!
<b>Key Texts</b>	**A range of high-quality picture books to introduce children to story time ** Nursery Rhymes Goldilocks and the three bears The Gingerbread Man	The Colour Monster  *With additional stories from Reading Long Term Plan	The Very Hungry Caterpillar Jack and the Beanstalk The Enormous Turnip How to grow a dinosaur		Range of non-fiction texts	Everywhere Bear We're Going on a Bear Hunt Paddington
<b>C&amp;L</b>	*Listen to stories and understand what is happening with the help of pictures. *Use a wide range of vocab. *Sing a large repertoire of songs.	*Understand and enjoy longer stories and remember most of what happened.	*Know many rhymes, be able to talk about familiar books, and be able to tell a long story.		*Be able to express a viewpoint and debate when they disagree with an adult or a friend, using words.	*Use sentences with joined up words like 'because', 'or', 'and'. *Use future and past tense. *Answer simple 'why' questions.

Reception						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All about Me!	Tell me a Story	The Big Wide World		Crazy Construction	Water, Water, Everywhere!
<b>Key Texts</b>	**A range of high-quality picture books to introduce children to Reception story time **  How to fill a bucket Only one me Unicorn ...	Supatato The Day the Crayons Quit  *With additional stories from Reading Long Term Plan	How to catch a star Aliens love Underpants Whatever Next Little Red Riding Hood		Three Little Pigs Katie in London  The Royal Family	Billies Bucket Someone swallowed Stanley Finding Nemo Tiddler Rainbow Fish
<b>C&amp;L</b>	*Engage in extended conversations about stories, learning new vocabulary. *Understand to listen carefully and why listening is important. *Learn new vocabulary. *Use new vocabulary through the day. *Engage in story times. *Listen to and talk about stories to build familiarity and understanding.	*Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives. *Retell the story, once they have developed a deep familiarity with the text. *Learn rhymes, poems and songs.	*Describe events in some detail.	*Use new vocabulary in different contexts.	*Engage in non-fiction books. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	ELG - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.

Literacy Long Term Plan

NARRATIVE

Text Type  Focus	Familiar Settings	Traditional Tales	Traditional Tales - Fairy Tales	Stories With patterned language	Stories with a problem (dilemma) Talk for writing
Coverage (not necessarily in a complete block - weeks)	✓ 4	✓ 2	✓ 2	✓ 2	✓ 2
Writing Breadth and Balance	Re-tell a familiar story in sequence and including some story language.  Write own version of a familiar story using a series of sentences to sequence events.	Re-tell a familiar story in sequence and including some story language.  Write own version of a traditional tale using a series of sentences to sequence events.	Re-tell a familiar story in sequence and including some story language  Write own story with a linear structure; beginning, middle and end; good and bad characters	Use patterns and language from familiar stories in own writing;  Write own story with a linear structure; beginning, middle and end; good and bad characters	Write own story with a linear structure; beginning, middle and end; Adventures of.....
Visual Literacy (Literacy Shed)			Annual panto for whole school.		
Book Links		Rosie's Walk		Class Reader Funny Bones	
WRITING Composition	<p>Pupils should be taught to:</p> <p><b>write sentences by:</b></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>				
Vocabulary, Grammar and Punctuation	<p>Pupils should be taught to:</p> <p><b>understand how spoken language can be represented in writing by:</b></p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• using the word 'and' to join words and join sentences</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• use the grammatical terminology in Appendix in discussing their writing.</li> </ul>				

Text Type	Familiar Settings	Traditional Tales	Historical Fiction	Fantasy	Adventure (including different cultures)	Play Scripts, Dialogue	Classics
<b>Focus</b>							
<b>Coverage</b> (not necessarily in a complete block - weeks)	✓ 2	✓ 2	✓ 2	✓ 2	✓ 2	✓ 2	✓ 2
<b>Writing Focus</b>	<p>Re-tell familiar stories using narrative structure and dialogue from the text;</p> <p>Re-tell a familiar story with events in sequence and including some dialogue and formal story language. Plan and write own story about a familiar character, using the structure: opening, something happens, events to sort it out, ending.</p>	<p>Describe characters and include dialogue. Use third person and past tense.</p> <p>Write own story in the style of a traditional tale, using typical settings, characters and events.</p> <p>Use past tense and temporal connectives.</p>	<p>Write own story in the style of a historical setting, using typical settings, characters and events. Use past tense and temporal connectives.</p>	<p>Tell own real and imagined stories</p> <p>Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Use 3<sup>rd</sup> person and past tense consistently.</p> <p>Include descriptions of characters and some dialogue.</p>	<p>Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Use 3<sup>rd</sup> person and past tense consistently. Include descriptions of characters and setting and some dialogue</p>	<p>Explore characters' feelings and situations using improvisation;</p> <p>Improvise and rehearse new dialogue between familiar characters.</p> <p>Dramatise parts of own stories for class.</p> <p>Dramatise parts of own or familiar stories and perform to class or group.</p>	<p>Plan and write own stories with a logical sequence of events, based on classic literature</p>
<b>Visual Literacy (Literacy Shed)</b>		The Clock Tower - Fairy Tale Shed. Annual panto for whole school		Once in a Lifetime - Fantasy Shed.			Theatre Company - Annual performance based on a Classic Story.
<b>Book Links</b>	The Lighthouse Keeper's Lunch.	The Tunnel- Anthony Browne Little Red Riding Hood Cinderboy	Samuel Pepys Diary.	Jampires	Handa's Surprise		Classic Literature
<b>Writing Composition</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>writing narratives, about personal experiences and those of others (real and fictional)</li> <li>writing about real events, e.g. visits, visitors</li> <li>writing for different purposes, e.g. letters, invitations, instructions</li> <li>consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> </ul> </li> <li>writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language <ul style="list-style-type: none"> <li>encapsulating what they want to say, sentence by sentence</li> </ul> </li> </ul> </li> <li>make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> </ul> </li> <li>re-reading to check their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>						
<b>Vocabulary, Grammar and Punctuation</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand how spoken language can be represented in writing by: <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</li> </ul> </li> <li>learning how to use: <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify; e.g. <i>the blue butterfly</i></li> <li>subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</li> <li>using some features of written Standard English</li> </ul> </li> <li>use and understand the grammatical terminology in Appendix 2 in discussing about their writing.</li> </ul>						

Literacy Long Term Plan

YEAR 3 NARRATIVE

Text Type	Fantasy	Traditional Tales - Fables	Stories which raise dilemmas	Myths and Legends	Adventure	Play Scripts, Dialogue	Classics
Focus Coverage	✓ 2	✓ 2	✓ 2	✓ 2	✓ 2	✓	2
Writing Focus	<p>Plan and write stories based on fantasy settings</p> <p>Plan and write complete stories using a familiar plot and altering characters or setting.</p> <p>Include a structured sequence of events organised into paragraphs.</p>	<p>Plan and tell stories, (e.g.) own version of a fable, varying voice and intonation to create effects and sustain interest.</p> <p>Include a structured sequence of events organised into paragraphs.</p>	<p>Plan stories orally; explore moral dilemmas for characters using drama.</p> <p>Plan and write stories, which raise issues and dilemmas.</p> <p>Include a structured sequence of events organised into paragraphs.</p>	<p>Describe new characters or settings.</p> <p>Include examples of patterned story language and dialogue with speech marks.</p> <p>Include a structured sequence of events organised into paragraphs.</p>	<p>Write adventure stories that have a problem and resolution and are organised into paragraphs and/or chapters with connectives to signal time, sequence or place.</p> <p>Include description of a typical adventure setting and characters</p> <p>Include a structured sequence of events organised into paragraphs.</p>	<p>Role play dialogue between characters.</p> <p>Compose new dialogue for characters using conventions for punctuating and presenting speech.</p> <p>Use written dialogue to move the plot on.</p>	<p>Plan and write own stories with a logical sequence of events, based on classic literature</p>
Visual Literacy (Literacy shed)		Annual panto for whole school.	The Present - Thinking Shed.	The Dragon Slayer - Myths and Legends Shed.	The Lighthouse-Adventure Shed.		Theatre Company -Annual performance based on a Classic Story.
Book Links			The Hodgheg Dick King Smith	The Beast of Bloodin -Michael Morpurgo			Classic literature
Writing Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by:</li> <li>discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary</li> <li>discussing and recording ideas</li> <li>draft and write by:</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narrative texts, creating settings, characters and plot</li> <li>in non-narrative texts, using simple organisational devices such as headings and sub-headings</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>evaluate and edit by:</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</p>						

<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• <b>develop their understanding of how spoken language differs from and can be represented in writing by:</b></li> <li>• extending the range of sentences with more than one clause by using a wider range of connectives e.g. <i>when, if, because, although</i></li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion</li> <li>• choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• discussing dialogue in narratives or characters' language in drama</li> <li>• <b>indicate grammatical and other features by:</b></li> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• using and punctuating direct speech</li> <li>• use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>
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Literacy Long Term Plan

YEAR 4 NARRATIVE

Text Type Focus	Stories which raise dilemmas	Legends	Historical fiction	Fantasy	Science Fiction	Play Scripts, Dialogue	Classics
Coverage	✓ 2	✓ 2	✓ 2	✓ 2	✓ 2	✓ 2	✓ 2
Writing Focus	Write in role as a character from a story. Plan and write a longer story where the central character faces a dilemma that needs to be resolved. Use a clear story structure and organise into chapters. Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail.	Plan and tell stories, (e.g.) own version of Legend, varying voice and intonation to create effects and sustain interest.  Include a structured sequence of events organised into paragraphs.	Plan, tell and write short stories set in the past.  Include descriptive detail to evoke the historical setting and make it more vivid. Sequence events clearly and show how one event leads to another.  Use a range of connectives to show changes in time and place.	Plan and write a longer adventure story set in an imagined world. Organise into chapters using the structure: introduction, build-up, climax or conflict, resolution. Include details of the setting, using figurative and expressive language to evoke mood and atmosphere.	Plan and write a longer adventure story set in space or other sci-fi setting.  Organise into chapters using the structure: introduction, build-up, climax or conflict, resolution. Include details of the setting, using figurative and expressive language to evoke mood and atmosphere.	Use drama to explore consequences of introducing new characters to a particular setting  Work in role to 'interview' story characters.	Plan and write own stories with a logical sequence of events, based on classic literature
Visual Literacy (Literacy Shed)			Romans				Theatre Company -Annual performance based on a Classic Story.
Book Links	Class Reader Butterfly Lion		Black History Links	Class reader Nowhere Emporium			Classic Literature

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Composition</p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• <b>plan their writing by:</b></li> <li>• discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary</li> <li>• discussing and recording ideas</li> <li>• <b>draft and write by:</b></li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narrative texts, creating settings, characters and plot</li> <li>• in non-narrative texts, using simple organisational devices such as headings and sub-headings</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• <b>evaluate and edit by:</b></li> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> </ul> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</p>
<p><b>Vocabulary, Grammar and Punctuation</b></p>	<ul style="list-style-type: none"> <li>• <b>develop their understanding of how spoken language differs from and can be represented in writing by:</b></li> <li>• extending the range of sentences with more than one clause by using a wider range of connectives e.g. <i>when, if, because, although</i></li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion</li> <li>• choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• discussing dialogue in narratives or characters' language in drama</li> <li>• <b>indicate grammatical and other features by:</b></li> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• using and punctuating direct speech</li> <li>• use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>









Text Type	Short Stories (Contemporary)	Film Narrative	Graphic Novels (Historical fiction)	Mystery	Science Fiction	Classics
<b>Focus</b>						
<b>Coverage</b> (not necessarily in a complete block - weeks)	✓ 2	✓ 3	✓ 2	✓ 2	✓ 2	✓ 2
<b>Writing Focus</b>	Plan and write a complete short story with an interesting story opening. Organise into paragraphs for build-up, climax or conflict, resolution and ending.  Plan and write a complete short story aimed at a specific audience	Use improvisation and role-play to explore different characters' points of view.  Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain the listener.	Plan and write a story with a more complex structure, linked to images in the graphic novel format	Organise into paragraphs for build-up, climax or conflict, resolution and ending.  Use language to create a particular comic or dramatic effect. Use a range of connectives to introduce scenes and link events.	Plan and write a longer story with a more complex structure, e.g. parallel narratives	Plan and write own stories with a logical sequence of events, based on classic literature
<b>Visual Literacy (Literacy Shed)</b>		The Piano		The Alchemist's Letter		Theatre Company - Annual performance based on a Classic Story.
<b>Book Links</b>	Black History Link		Class Reader. Viking Boy - Tony Bradman.			
<b>Writing Composition</b>	<p><b>Pupils should be taught to:</b></p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in the texts they have read or listened to</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation and volume so that meaning is clear.</li> </ul>					
<b>Vocabulary Grammar and Punctuation</b>	<p><b>understand how spoken language can be represented in writing by:</b></p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive</p> <ul style="list-style-type: none"> <li>using the passive voice to affect the presentation of information in a sentence</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i> or <i>whose</i></li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to indicate a stronger sub-division of a sentence than a comma</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in the Appendix accurately and appropriately in discussing their writing and reading.</li> </ul>					





**NARRATIVE**

Text Type	Stories which raise dilemmas	Adventure/ Fantasy	Scary/ghost (Suspense)	Fantasy	More Complex Traditional Stories	Play Scripts, Dialogue	Classics
<b>Focus</b>							
<b>Coverage</b> (not necessarily in a complete block - weeks)	✓ 2	✓ 2	✓ 2 <b>GoWrite</b>	✓ 2	✓ 2	✓ 2	✓ 2
<b>Writing Focus</b>	Plan and write an extended story. Use techniques learned from reading, e.g. create mood and atmosphere by describing a character's response to a particular setting; -formality	Plan and write a complete story in a particular genre. Select features of narrative structure typical of the genre, (e.g.) starting an adventure story with a dramatic event and then providing background information.	Tell short stories in a particular genre to engage and entertain an audience.  Plan and write a short story with non-linear chronology, e.g. using flashbacks.	Plan and write a complete story in a particular genre. Select features of narrative structure typical of the genre.	Plan and write a longer story with a more complex structure, e.g. parallel ( <b>dual</b> ) <b>narratives</b>	Transform narrative writing into a script and perform as a short dramatised scene.	Plan and write own stories with a logical sequence of events, based on classic literature
<b>Visual Literacy (Literacy Shed)</b>	Film: War Horse.	<b>His Dark Materials</b> BBC series. (Series 1)	Alma - Ghostly shed	Eye of the Storm - Fantasy Shed. Spiderwick Chronicles.	Chaperon Rouge-Fairy tale Shed. Geri's Game -	Shakespeare Week.  Create a production.	Film: Goodnight Mr Tom
<b>Book Links</b>	<b>Class Reader:</b> War Horse Michael Morpurgo.	His Dark Materials Trilogy - Phillip Pullman.		Spiderwick Chronicles - Holly Black and Tony DiTerlizzi.			<b>Class Reader.</b> Goodnight Mr Tom - Michelle Magorian.
<b>Writing Composition</b>	<p><b>Pupils should be taught to:</b></p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in the texts they have read or listened to</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation and volume so that meaning is clear.</li> </ul>						
<b>Vocabulary, Grammar and Punctuation</b>	<p><b>understand how spoken language can be represented in writing by:</b></p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive</p> <ul style="list-style-type: none"> <li>using the passive voice to affect the presentation of information in a sentence</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with <i>who, which, where, why</i> or <i>whose</i></li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to indicate a stronger sub-division of a sentence than a comma</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in the Appendix accurately and appropriately in discussing their writing and reading.</li> </ul>						






Text Type	Labels, captions and Lists	Information Texts - fact Files/Non Fiction Pages etc.	Letters	Instructional texts	Recounts - Visits/events	Non-chronological reports
<b>Focus</b>						
<b>Coverage</b> (not necessarily in a complete block - weeks)	✓ 1	✓ 2	✓ 2	✓ 2	✓ 4	✓ 2
<b>Writing Focus</b>	Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding.	Independently choose what to write about, orally rehearse, plan and follow it through.  To use dictionaries and glossaries effectively  (As part of Information Texts)	To write letters for a given purpose. - Thank-you letters	Contribute to class composition of instructions with teacher scribing.  Write two consecutive instructions independently	Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. Eg. Simple descriptions of a visit or event/postcards	Assemble information on a subject in own experience, (e.g.) food, pets.  Write a simple non-chronological report by writing sentences to describe aspects of the subject.
<b>Planner</b>				to instruct 	to recount 	to report 
<b>Thematic</b>			Autumn - Santa letters			
<b>Book Links</b>			The Jolly Postman - Pat Hutchins			
<b>WRITING Composition</b>	<p><b>Pupils should be taught to:</b>  <b>write sentences by:</b></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>					
<b>Vocabulary, Grammar and Punctuation</b>	<p><b>Pupils should be taught to:</b>  <b>understand how spoken language can be represented in writing by:</b></p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• using the word 'and' to join words and join sentences</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• use the grammatical terminology in Appendix in discussing their writing.</li> </ul>					

Text Type	Labels, captions	Lists	Dictionaries and Glossaries	Note-Taking	Information Texts - Fact Files/Non Fiction Pages etc.	Letters	Instructional texts	Recounts - Diaries	Non-chronological reports
Focus	✓	✓	✓	✓	✓	✓	✓	✓	✓
Coverage (not necessarily in a complete block - weeks)	Included in information texts				3	3	4	2	2
Writing Focus	<p>Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate.</p> <p>Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing</p> <p>Draw on knowledge and experience of texts in deciding and planning what and how to write.</p> <p>Create an alphabetically ordered dictionary or glossary of special interest words.</p> <p>Design and create a simple ICT text</p>				<p>To write letters for a given purpose - To inform based on recounts unit...sharing experiences etc.</p> <p>Reply</p>	<p>As part of a group with the teacher, compose a set of instructions with additional diagrams.</p> <p>Write simple instructions independently e.g. getting to school, playing a game</p>	<p>Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p> <p>Diary/ Postcards</p>	<p>Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas.</p>	
Planner						to instruct 	to recount 	to report 	
Thematic							Pudding Lane -The History Shed.	Black History Links	
Book Links					Dear Greenpeace	Recipes	The Lighthouse Keeper's Lunch.		
Writing Composition	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>writing narratives, about personal experiences and those of others (real and fictional)</li> <li>writing about real events, e.g. visits, visitors</li> <li>writing for different purposes, e.g. letters, invitations, instructions</li> </ul> </li> <li>consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language</li> </ul> </li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> </li> </ul>								
Vocabulary, Grammar and Punctuation	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>understand how spoken language can be represented in writing by:</li> <li>learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</li> <li>learning how to use: <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify; e.g. the blue butterfly</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>using some features of written Standard English</li> <li>use and understand the grammatical terminology in Appendix 2 in discussing about their writing.</li> </ul> </li> </ul>								

Text Type	Note-Taking	Letters	Instructional Texts	Persuasive texts - Argumentative	Recounts - Visits/events	Non-chronological Reports
<b>Focus</b>	✓ As part of NCR	✓ 3	✓ 2	✓ 4	✓ 2	✓ 2
<b>Writing Focus</b>	Teacher demonstrates research and notetaking techniques using information and ICT texts on a subject and using a spidergram to organise the information.	To write letters for a given purpose - To inform....	Write clear written instructions using correct register and devices to aid the reader	Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose.  Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used.	Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story or a letter.	Teacher demonstrates how to write non-chronological report using notes in a spidergram;  Write own report independently based on notes from several sources.
<b>Planner</b>			to instruct 	to persuade 	to recount 	to report 
<b>Thematic</b>		Howard Carter writing to Lord Carnarvon.	How to mummify a dead body.		Recount of visit to Cadbury World	The treasures of Tutankhamun.
<b>Book Links</b>				The Ancient Egyptians		Black History Links
<b>Writing Composition</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li><b>plan their writing by:</b> <ul style="list-style-type: none"> <li>discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary</li> <li>discussing and recording ideas</li> </ul> </li> <li><b>draft and write by:</b> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narrative texts, creating settings, characters and plot</li> <li>in non-narrative texts, using simple organisational devices such as headings and sub-headings</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> </ul> </li> <li><b>evaluate and edit by:</b> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</li> </ul> </li> </ul>					

<b>Vocabulary Grammar and Punctuation</b>	<p><b>develop their understanding of how spoken language differs from and can be represented in writing by:</b></p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of connectives e.g. <i>when, if, because, although</i></li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion</li> <li>• choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• discussing dialogue in narratives or characters' language in drama</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• using and punctuating direct speech</li> <li>• use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>
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

YEAR 4  
NON-FICTION

Text Type	Dictionaries and Glossaries	Note-Taking	Information Texts - Fact Files/Non Fiction Pages etc.	Persuasive Texts - Advertising	Recounts - Journalistic	Explanatory texts
<b>Focus</b>	✓	✓	✓	✓	✓	✓
<b>Coverage (not necessarily in a complete block - weeks)</b>	3			4	2	3
<b>Writing Focus</b>	<p>Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order.</p> <p>Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.</p> <p>Fill out brief notes into connected prose.</p> <p>Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix.</p> <p>Develop and refine ideas in writing using planning and problem-solving strategies</p> <p>Edit down and reword a sentence or paragraph by deleting the less important elements.</p>			<p>Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately.</p> <p>Use writing frames if necessary to back up points of view with illustrations and examples</p> <p>To present a point of view both orally and in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader;</p> <p>Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples</p>	<p>Write newspaper style reports, e.g. about school events or an incident from a Story.</p> <p>Include recounts when creating paper or screen based information texts.</p>	<p>Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing</p> <p>To write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing (after Oral Rehearsal)</p>
<b>Planner</b>				to persuade 	to recount 	to explain 
<b>Thematic</b>						
<b>Book Links</b>						







<p style="text-align: center;">Writing Composition</p>	<p><b>Pupils should be taught to:</b></p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary</li> <li>• discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narrative texts, creating settings, characters and plot</li> <li>• in non-narrative texts, using simple organisational devices such as headings and sub-headings</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</li> </ul>
<p><b>Vocabulary, Grammar and Punctuation</b></p>	<p><b>develop their understanding of how spoken language differs from and can be represented in writing by:</b></p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of connectives e.g. <i>when, if, because, although</i></li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion</li> <li>• choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• discussing dialogue in narratives or characters' language in drama</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• using and punctuating direct speech</li> <li>• use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>



YEAR 5  
NON-FICTION

Text Type	Explanatory texts	Persuasive texts - Argumentative Letters (Complaint)	Recounts - Reports	Recounts - Journalistic	Recounts - Visits/events	Non-chronological reports	Scripts For Non-Fiction - podcasts etc.
Focus	✓ 2	✓	✓	✓	✓	✓	✓
Coverage (not necessarily in a complete block - weeks)		3	4		1	2	Inc. in recounts unit
Writing Focus	To write explanatory texts independently from a flowchart or other diagrammatic plan,	Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points  Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group	Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the...</i>  Include recounts when creating paper or screen based information texts.	Write recounts based on the same subject such as a field trip, a match or an historical event for two contrasting audiences such as a close friend and an unknown reader	Teacher demonstrates the writing of a non chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.  Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.	Write recounts based on the same subject such as a field trip, a match or an historical event for two contrasting audiences such as a close friend and an unknown reader	
Planner	to explain 	to persuade 	to recount 	to recount 	to report 		
Thematic	Science					Black History Links	
Book Links							
Writing Composition	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li><b>plan their writing by:</b> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in the texts they have read or listened to</li> </ul> </li> <li><b>draft and write by:</b> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)</li> </ul> </li> <li><b>evaluate and edit by:</b> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation and volume so that meaning is clear.</li> </ul> </li> </ul>						

<p><b>Vocabulary Grammar and Punctuation</b></p>	<p><b>understand how spoken language can be represented in writing by:</b></p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive</li> <li>• using the passive voice to affect the presentation of information in a sentence</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with <i>who, which, where, why</i> or <i>whose</i></li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to indicate a stronger sub-division of a sentence than a comma</li> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology in the Appendix accurately and appropriately in discussing their writing and reading.</li> </ul>
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Text Type	Discussion texts	Letters - including Formal/Impersonal	Persuasive texts - Argumentative	Biography/Autobiography	Recounts - Journalistic	Non-chronological reports	Explanatory texts
Focus							
Year 6	✓ 3	✓	✓ 3	✓ 2	✓ 2	✓ 2	✓ 2
Planner	to discuss 	Link to Persuasion and Discussion	to persuade 	to recount 	to recount 	to report 	to explain 
Thematic	Sainsbury's Ad - The making of the Christmas Truce.	Letters from the trenches	World War II		World War I and II	Police report Francis	Science.
Book Links		Letters from the Lighthouse Spiderwick His Dark Materials	War Horse	Author's Week			
Writing Composition	<p>Pupils should be taught to:</p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in the texts they have read or listened to</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation and volume so that meaning is clear.</li> </ul>						
Vocabulary Grammar and Punctuation	<p><b>understand how spoken language can be represented in writing by:</b></p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive</li> <li>using the passive voice to affect the presentation of information in a sentence</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with <i>who, which, where, why</i> or <i>whose</i></li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to indicate a stronger sub-division of a sentence than a comma</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in the Appendix accurately and appropriately in discussing their writing and reading.</li> </ul>						

Literacy Long Term Plan.

YEAR 1  
POETRY

Text Type / Year Group	Themed	Patterns, Rhythm and Rhyme	Imagery
Year 1	✓ 2	✓ 2	✓ 2
Writing Focus	invent impossible ideas, e.g. magical wishes;	list words and phrases or use a repeating pattern or line	observe details of first hand experiences using the senses and describe;
WRITING Composition	<p><b>Pupils should be taught to:</b>  <b>write sentences by:</b></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>		
Vocabulary, Grammar and Punctuation	<p><b>Pupils should be taught to:</b>  <b>understand how spoken language can be represented in writing by:</b></p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• using the word 'and' to join words and join sentences</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• use the grammatical terminology in Appendix in discussing their writing.</li> </ul>		
Identified Poems	<ul style="list-style-type: none"> <li>• Ten In The Bed</li> <li>• Ten Fat Sausages</li> <li>• The Hokey Cokey</li> <li>• She Sells Sea Shells</li> <li>• Each Peach Pear Plum</li> <li>• London Bridge Is Falling Down</li> <li>• I Went To The Animal Fair</li> <li>• Let's Get The Rhythm Of The Street (KS1 -80)</li> <li>• We Like Different Things - Roger Hurn</li> <li>• Ten Things Found in a Wizard's Pocket.</li> </ul>		

YEAR 2  
POETRY

Text Type	Patterns, Rhythm and Rhyme	Imagery

Focus			
Year 2	✓ 2	✓ 2	✓ 2
Writing Focus	create a pattern or shape on the page; use simple repeating phrases or lines as models	make adventurous word choices to describe closely observed experiences;  Make the most of the wide choices that free verse gives you and try out different ways of using words, lines or verses instead of sticking to predictable patterns.  Monologue, Conversation, List poems	invent new similes and experiment with word play;  Think about words in different ways.  Listen to the way they sound and look carefully at their letters and shapes on the page or screen.
Writing Composition	<p><b>Pupils should be taught to:</b></p> <p><b>develop positive attitudes towards and stamina for writing by:</b></p> <ul style="list-style-type: none"> <li>• writing narratives, about personal experiences and those of others (real and fictional)</li> <li>• writing about real events, e.g. visits, visitors</li> <li>• writing for different purposes, e.g. letters, invitations, instructions</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p><b>make simple additions, revisions and corrections to their own writing by:</b></p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>		
Vocabulary, Grammar and Punctuation	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• <b>understand how spoken language can be represented in writing by:</b></li> <li>• learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</li> </ul> <p><b>learning how to use:</b></p> <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify; e.g. the blue butterfly</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• using some features of written Standard English</li> <li>• use and understand the grammatical terminology in Appendix 2 in discussing about their writing.</li> </ul>		
Identified Poems	<ul style="list-style-type: none"> <li>• 30 days hath September</li> <li>• Peter Piper</li> <li>• Doctor Foster</li> <li>• There Was An Old Women Who Swallowed A Fly</li> <li>• The Forecast Says Snow - Roger Hurn</li> <li>• Not Now Nigel - A. Ahlberg</li> <li>• Windy Nights - R.L. Stevenson</li> <li>• Storm - R. McGough</li> <li>• The Star J. Taylor</li> <li>• Revolting Rhymes - R. Dahl</li> <li>• Ten Things Found in a Pirate's Pocket/Sailor's Pocket</li> <li>• The Owl and the Pussy Cat</li> </ul>		

Text Type  Focus	Free Verse/ Patterns, Rhythm and Rhyme	Choral/Performance	Humorous and Silly Poems
Year 3	✓ 1	✓ 1	✓ 2
Writing Focus	write free verse; borrow or create a repeating pattern	use powerful nouns, adjectives and verbs; experiment with alliteration;	Experiment with alliteration to create humorous and surprising combinations.
Writing Composition	<p><b>Pupils should be taught to:</b></p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary</li> <li>discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narrative texts, creating settings, characters and plot</li> <li>in non-narrative texts, using simple organisational devices such as headings and sub-headings</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</li> </ul>		
Vocabulary, Grammar and Punctuation	<p><b>develop their understanding of how spoken language differs from and can be represented in writing by:</b></p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of connectives e.g. when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion</li> <li>choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>discussing dialogue in narratives or characters' language in drama</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>		
Identified Poems	<ul style="list-style-type: none"> <li>30 days hath September</li> <li>What is Pink ? C. Rossetti</li> <li>I am The Song - C. Causeley</li> <li>Magic Box - K. Wright</li> <li>Hurt No Living Thing - C. Rossetti</li> <li>Dog In The Playground - A. Ahlberg</li> <li>Dave Dirt's Jacket Pocket - K. Wright</li> <li>Poems by Benjamin Zephaniah</li> </ul>		

Text Type \ Focus	Free Verse	Tanka	Renga	Haiku
Year 4	✓ 2	✓ 1	✓ 1	✓ 1
Writing Focus	To use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; To write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour  -including personification	To write Tanka poems  Five lines: syllable pattern 5, 7, 5, 7, 7. Typically a haiku with two additional lines. The first three lines may describe a state or situation and the last two provide more detail, or the poet's comment.	To write Renga poetry  Haiku-like verses linked together can be described as renga and are often written by more than one poet. Each is linked by two additional lines, each of seven syllables. The line/syllable pattern is: 5, 7, 5 7, 7 5, 7, 5 7, 7 and so on.	To write Haiku poems  Three lines: syllable pattern 5, 7, 5. A personal but universal comment on nature and/or humankind's place in the world. The poet aims to capture a single moment or thought and also aims to leave half the work for the reader to do.
Writing Composition	<p><b>Pupils should be taught to:</b></p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary</li> <li>discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narrative texts, creating settings, characters and plot</li> <li>in non-narrative texts, using simple organisational devices such as headings and sub-headings</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>evaluate and edit by:</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</li> </ul>			
Vocabulary, Grammar and Punctuation	<p><b>develop their understanding of how spoken language differs from and can be represented in writing by:</b></p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of connectives e.g. when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion</li> <li>choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>discussing dialogue in narratives or characters' language in drama</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>			
Identified Poems	<ul style="list-style-type: none"> <li>The Sound Collector R. McGough</li> <li>On the Ning Nang Nong S. Milligan</li> <li>Betty Botter - Anon.</li> <li>Cats Sleep Anywhere - Eleanor Farjeon</li> <li>I Saw... Anon. Pg.22 Oxford Treasury of Children's Poetry.</li> <li>Who's That ? J. Kirkup</li> <li>Please Mrs Butler - J. Ahlberg</li> </ul>			

POETRY

Text Type  Focus	Imagery	Free Verse	Patterns Rhythm and Rhyme	Themed	Classic/Narrative	Kennings
Year 5		✓ 2			✓ 1	✓ 1
Writing Focus	<p>To use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing;</p> <p>To write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour, similes, metaphors and personification</p> <p>(It's Spring J. Foster)</p>				To write poems that tell a story verse by verse.	<p>To write kennings</p> <p>Derived from Old English and Norse poetry, kennings use compound nouns to refer to a person or thing without using the actual name. Anglo-Saxons often used kennings to name their swords. A kenning is a type of list poem. Although kennings follow a list structure, they could be described as free verse in other respects because they rarely rhyme.</p>
Writing Composition	<p><b>Pupils should be taught to:</b></p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in the texts they have read or listened to</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation and volume so that meaning is clear.</li> </ul>					
Vocabulary, Grammar and Punctuation	<p><b>understand how spoken language can be represented in writing by:</b></p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive</li> <li>• using the passive voice to affect the presentation of information in a sentence</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, why or whose</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to indicate a stronger sub-division of a sentence than a comma</li> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology in the Appendix accurately and appropriately in discussing their writing and reading.</li> </ul>					
Identified Poems	<ul style="list-style-type: none"> <li>• The Highwayman - A Noyes (classic)</li> <li>• From a Railway Carriage - R. L. Stevenson</li> <li>• Winter Morning - Ogden Nash</li> <li>• Colonel Fazackerley - C. Causley</li> <li>• Is The Moon Tired ? C. Rossetti</li> <li>• The Thin Prison - L. Norris</li> </ul>					



Text Type \ Focus	Imagery	Ballads	Limericks
Year 6	✓ 1	✓ 1	✓ 1
Writing Focus	use simple metaphors and personification to create poems based on real or imagined experience;	To write ballad poetry  Ballads are narrative poems, usually of some length. Rhyme and musical rhythm patterns make them memorable for oral retelling. They often recount heroic deeds or legends. Ballads typically include a chorus between each verse or a refrain that repeats key lines.	To write limericks  A traditional five-line rhyming form, usually with humorous subject matter. Popularised in the nineteenth century by Edward Lear's Book of Nonsense. The rhyme pattern is usually AABBA. The first line of a limerick is typically: There once was a xx from xxx,
Writing Composition	<p><b>Pupils should be taught to:</b></p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing</li> <li>noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in the texts they have read or listened to</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation and volume so that meaning is clear.</li> </ul>		
Vocabulary, Grammar and Punctuation	<p><b>understand how spoken language can be represented in writing by:</b></p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive</li> <li>using the passive voice to affect the presentation of information in a sentence</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, why or whose</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to indicate a stronger sub-division of a sentence than a comma</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in the Appendix accurately and appropriately in discussing their writing and reading.</li> </ul>		
Identified Poems	<ul style="list-style-type: none"> <li>Daffodils - W. Wordsworth</li> <li>Macavity: The Mystery Cat - T.S. Elliot</li> <li>My Shadow - RL Stevenson</li> <li>Witches Toil and Trouble - W. Shakespeare from Macbeth</li> <li>4' O Clock Friday - John Foster</li> <li>Sensational-Roger McGough.</li> <li>Hiawatha's Fishing - The Song of Hiawatha - Henry Wadsworth Longfellow (Ballads)</li> <li>Flanders Fields - John McCrae</li> <li>Dulce et Decorum Est - Wilfred Owen</li> <li>A Soldier's Kiss - Henry</li> </ul>		

### Genre Map - Whole school coverage of Non-Fiction.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Biography/Auto							√
Lists	√						
Invitation	√	√	√				
<b>Information text</b>							
Factfile/page	√	√	√	√	√		
<b>Informal Letters</b>							
Thank you	√	√	√				
Apology		√	√				
E-mail			√	√			
<b>Formal letters</b>							
-Complaint						√	√
-persuasive				√		√	√
-apology							√
Discussion							√
Persuasion				√	√	√	√
Non-chronological report		√	√	√		√	√
Explanation					√	√	√
<b>Instructions including recipes</b>	√	√	√				
<b>Recount</b>							
Visit/Event	√	√	√	√	√	√	√
Journalistic					√	√	√
Eye Witness				√			√
Diary			√	√			
Report			√			√	

Writing for a purpose should always be key. Each year group should complete a recount after a visit or an event in their year group.

These genres will be taught in Literacy, however diaries, letters, explanations etc will be touched on in other curriculum areas.

Genre Map - Whole school coverage of Narrative.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
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Re-tell	√	√	√				
<b>Description</b>							
Character	√	√	√	√	√	√	√
Setting	√	√	√	√	√	√	√
Stories with patterned language (Helicopter Stories)	√	√					
Adventure			√	√			√
Mystery						√	
Historical Fiction			√		√	√	
Science Fiction					√	√	
Dilemma		√		√	√		√
Myth				√			
Legend				√	√		
Traditional Tales	√	√	√				√
Fable				√			
Fantasy			√	√	√		√
Contemporary						√	
<b>Dual Narrative</b>							√
Scary/suspense							√
Different Cultures			√				
Film Narrative						√	
Play script			√	√	√		√
Classic Stories			√	√	√	√	√

These genres will be covered in Literacy lessons; however, year groups may cover other genres such as historical fiction, myths and legends in other curriculum areas.

Genre Map - Whole school coverage of Poetry.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
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Patterns, Rhythm Rhyme	√	√	√	√		√	
Free Verse			√	√	√	√	√
Haiku					√		
Ranga					√		
Tanka					√		
Imagery including personification		√				√	√
Ballads							√
Limericks							√
Concrete poem (Shape poems)			√				
Calligrams			√				
Kennings						√	
Themed		√				√	
Humorous/Silly Poems							
That tell a story						√	