



Writing Long Term Overview – 2023/2024

INTENT	The overarching aim for teaching writing is to promote high standards of language and literacy by equipping pupils with a strong command of the written word, and to develop their love of literature through widespread reading for enjoyment. Pupils are taught a range of sophisticated vocabulary explicitly. We develop writing skills so that our pupils have the stamina and ability to write at or above the age expected standard.					
IMPLEMENTATION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Nursery Rhymes Mark making, giving meaning to marks Writing initial sounds Use initial sounds to label characters /images. Labels. Mark making Initial sounds – letter formation Initial sounds for labels/ fill the gaps with phonemes taught	Name writing, labelling using initial sounds, story scribing. Retelling stories Instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write simple captions Mark making Instructions Story sequencing Simple captions	CVC words / simple captions /simple sentence writing using high frequency words Animal Fact File Writing some of the tricky words Cvc words Captions Simple sentences Putting captions/sentences together to make fact files	Retell parts of the story / repeated refrains Speech bubbles Describe foods / adjectives Healthy Food – My Menu Creating own story maps Writing captions and labels, writing simple sentences. Order the Easter story. Speech bubbles Simple captions/sentences to describe foods Labels Story mapping	Describing transport Writing lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Lists Writing sentences with punctuation Application of phonic skills to write sentences including correct digraphs or trigraphs.	Write a postcard / diary writing My Holiday – recount Wanted posters Party invites/cards/posters Story writing, writing sentences using a range of tricky words that are spelt correctly. Postcards Recount Posters Cards Simple stories Complete sentences

<p>Year 1</p>	<p>Traditional tales – The enormous turnip Writing labels and simple sentences. Children being encouraged</p> <p>Instructions - how to plant a seed.</p>	<p>Lost in the toy museum A journey story.</p> <p>Toys Non-chronological report</p>	<p>The way back home (film unit) Character description</p> <p>Field trip to the moon Recount</p>	<p>The Storm Whale A finding tale.</p> <p>Tree</p>	<p>Animals Non-chronological report</p> <p>Animals Poetry</p>	<p>Dragon Post Letters</p> <p>Lighthouse Keeper’s Lunch Conquering the monster tale.</p>
<p>Year 2</p>	<p>Stories</p> <p>Tuesday – David Weisner Grammar Capital letters and Full stops Nouns Verbs Adjectives Conjunctions Subject and verb Simple sentences Past and present tense</p> <p>Writing an extension of the story.</p> <p>The Everywhere Bear by Julia Donaldson –</p> <p>Character description (Lost poster)</p> <p>A Journey Story</p>	<p>Character Descriptions/Poetry</p> <p>Poetry on a theme of Autumn Reading and performing Writing own poem – focus on adjectives, verbs.</p> <p>Traction Man – Mini Grey Character Description</p> <p>(CC: History: Character Description of Mary Seacole)</p>	<p>Non-Chronological Reports</p> <p>The Ugly Five – Julia Donaldson Non-Chronological Report (CC – Geography)</p> <p>Little Boat - Film Unit Literacy Shed Descriptive writing Recount</p>	<p>Traditional Tales/Instructions</p> <p>The Three Little Pigs</p> <p>How to defeat a bad character Instructions</p> <p>Pudding Lane – Film Unit Literacy Shed Samuel Pepys Diary Entry (CC – History)</p>	<p>Stories</p> <p>The Bog Baby – Jeanne Willis A Finding Story</p> <p>(CC- Science) Instructional writing</p>	<p>Letters/Mixed Genre</p> <p>Independent Writing for TAF – Letters to Anne Fine</p> <p>Twycross Zoo - Recount writing</p> <p>The Bridge – Film Unit Literacy Shed Fable story writing</p> <p>Making Links Between Authors</p>

<p>Year 3</p>	<p>2/3 weeks grammar/ short burst writing (using the book Marcy and the Riddle of the sphinx) Common and proper nouns Expanded noun phrase Past and present tense Sentence types conjunctions Adverbs Apostrophes for possession</p> <p>Newspaper report – Finding Tut’s tomb</p> <p>Modelled write – finding mystery box at school</p>	<p>Film unit – The Lighthouse – grammar focus Speech Descriptive settings Writing an alternative ending</p> <p>T4W – Fiction – Traditional tale – The Stone Trolls</p> <p>Class books -Stone Age Boy, Stig of the dump</p>	<p>2 weeks grammar – The rainforest that grew all around</p> <p>Poetry – (T4W lockdown park) The rainforest that grew all around. Range of poems Descriptive poem Sound poem Shape poem Acrostic poem</p> <p>Persuasive argument – save the rainforest, endangered animals</p>	<p>T4W – Fiction – portal story- Elf Road – portal to Roman life (The lion the witch and the wardrobe)</p> <p>Character description – Boudicca</p>	<p>T4W - Non-Fiction – Non – Chronological report - The Sneaglegator</p> <p>T4W – Non-fiction – instructions.</p>	<p>Music unit – writing interview questions Interview the musician. (British Values, SMSC)</p> <p>T4W – Letter writing and postcards – Dear Greenpeace.</p> <p>Film unit – Marshmallow, description setting, speech, grammar.</p>
<p>Year 4</p>	<p>Grammar</p> <p>Non – Chronological report</p> <ul style="list-style-type: none"> - Grammar – fronted adverbials, conjunctions - Formal language - Using sub-headings 	<p>Picture Book – The Dot</p> <ul style="list-style-type: none"> - Speech - Poetry - Metaphors - Descriptive writing <p>Recount – Diary</p> <p>Film unit – Asda Christmas 2022- Have</p>	<p>Instructions</p> <ul style="list-style-type: none"> - Imperative verbs - Subordinating conjunctions and clauses - Brackets - Fronted adverbials - Instructions linked to science 	<p>Iron man – English linked to book</p> <ul style="list-style-type: none"> - Using language to write descriptively. - Expanded noun phrases - Speech - Story writing - Use of paragraphs 	<p>Picture book – Escape from Pompeii</p> <ul style="list-style-type: none"> - Setting description <p>Adventure story</p> <ul style="list-style-type: none"> - Narrative writing – using escape from Pompeii as a model <p>Poetry –</p>	<p>Persuasive writing</p> <ul style="list-style-type: none"> - Formal language - Fronted adverbials - Creating an argument - Persuading East Goscote council to build a theme park on the mound.

	<p>Song unit – So Good To me</p> <ul style="list-style-type: none"> - Speech - Paragraph writing - Use of figurative language to show feelings 	<p>your elf a merry Christmas</p> <ul style="list-style-type: none"> - Letter writing - Formal language <p>Picture book – Coming Home</p> <ul style="list-style-type: none"> - similes/ metaphors/ personification - Narrative writing – 1st person 	<p>Film unit - Suspense story</p>		<ul style="list-style-type: none"> - poetry competition - Structure of poems - Similes - Methaphors 	<p>Film unit – Taking Flight – Link to PSHE</p> <ul style="list-style-type: none"> - Speech - Diary writing - Setting description
Year 5	<p>Viking Boy (5 weeks)</p> <ul style="list-style-type: none"> -Grammar -Chapter writing 	<p>Viking Boy (1 week)</p> <ul style="list-style-type: none"> -Newspaper report <p>Rivers</p> <ul style="list-style-type: none"> -Non-chronological report <p>Little Freak</p> <ul style="list-style-type: none"> -Character & setting -Persuasive letter 	<p>FARThER</p> <ul style="list-style-type: none"> -Story from another character’s perspective <p>Beyond the lines (Film Unit)</p> <ul style="list-style-type: none"> -War letters & emotive poetry 	<p>Hawkridge Farm Park (T4W)</p> <ul style="list-style-type: none"> -Persuasive leaflet <p>For the Birds (film unit)</p> <ul style="list-style-type: none"> -Letter – link to anti-bullying 	<p>Hidden Figures</p> <ul style="list-style-type: none"> -Neil Armstrong Biography 	<p>Adventure at Sandy Cove (T4W)</p> <ul style="list-style-type: none"> -Narrative-Finding tale <p>Instructions</p> <ul style="list-style-type: none"> -Instructions for own invention
Year 6	<p>The explorer – 10 min read text</p> <p>Summer recount</p> <p>House captain manifesto</p> <p>SPaG focus</p>	<p>Holes – 10 min read text</p> <p>Non-chronological report (Yellow spotted lizards)</p> <p>Picture book – The arrival</p> <p>Narrative writing</p> <ul style="list-style-type: none"> -Character descriptions based on Holes. - Setting description based on The arrival 	<p>-Diary & Journal Treasure (Film unit)</p> <p>-Instructions Linked to electricity?</p>	<p>Poetry - The Jabberwocky</p> <p>Traditional tales</p> <p>Picture book - The lost happy endings.</p>	<p>Boy Overboard – 10 min read text</p> <p>Persuasive letters - linking to refugees in Boy Overboard.</p> <p>Newspaper report – Sinking boat – Boy overboard.</p>	<p>Playscripts - Leavers play</p> <p>DAaRT report</p> <p>-A report on what children have learnt in DAaRT over 10 weeks to be read out to parents.</p>

IMPACT	Children develop a pupil voice and are able to articulate their ideas clearly. They have a real love for writing and enjoy writing for different purposes and a range of audiences. Through end of year data and evidence of work in books, a high-quality range of purposeful writing will be shown.					
Article 28	Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.					
Article 29	Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.					