

# Long Term Plan – Key Stage 1 & 2 - English Writing

## Intent:

We aim to equip pupils with the skills to write for a range of purposes and audiences; covering a range of genres. We believe that this is fundamental to their wider success as they move through the school and beyond. We practice writing so that pupils are able to confidently draw upon taught skills and apply them in a range of contexts to meet need in the wider curriculum. We want pupils to enjoy the writing process and we believe that this will happen if they are taught the right skills and are given the right support to apply these skills with increasing independence. We expect pupils to write extended pieces most weeks in various styles and we provide opportunities for them to edit, proof and correct their work. Through trips and visits we enable pupils to capture their personal experiences and to draw on real life to create, for example, prose, poetry or reports for varied audiences.

## Cherry Class

Throughout the year learners will be taught to leave appropriate spaces between words, use capital letters and full stops & to write in the correct tense

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>An Unexpected Visitor</b>	<b>Toys through Time</b>	<b>Are we there yet?</b>	<b>Why do Zebras have Stripes</b>	<b>Little Blue Planet</b>	<b>London &amp; Our Local Area</b>
Texts Studied	The Tiger who came to Tea Dogger	Lost in the Toy Museum The Paper Dolls	Non Fiction - Transport Books The Train Ride Mr Grumpy's Motor Car's Naughty Bus All Aboard the Bobo	Little Red Riding Duck Tiger Tiger burning bright	Grandma Bird The Storm Whale Commotion in the Ocean Dougie's Deep Sea Diary	Planting a rainbow A House that Once was
Narrative	Stories with Predictable Language  Stories with Familiar Settings	Traditional Tales and Fairy Tales  Stories with Patterned Language	Stories with familiar settings	Traditional Tales  Stories with Predictable language  Stories form a range of cultures	Stories with Fantasy Settings	Stories that mimic significant authors.
Narrative Writing Outcomes	Write simple sentences using well chosen adjectives to add detail	Write a familiar story using some sentences in sequence using some story language or repeated language	Write own version of story varying the way sentences start (Time connectives/ adverbs)	Write stories and begin to joining ideas using conjunctions and connectives.	Write using a linear structure using the features of a story (beginning, middle and end) Ensure that sentences are sequenced to form a clear narrative.	Write a story using nouns and pronouns for variety and write about more than idea. Rereading work to review and improve.
Non Fiction	Explanations (Lists & Captions)	Non Chronological Report	Non chronological Reports	Recounts	Non Chronological report	Explanation Recounts
Non Fiction Writing Outcomes	Use phonetic knowledge to write lists, labels and captions	Contribute Orally during a shared writing activity  Use Simple sentence patterns	Write a non chronological report being to organise sentences to form paragraphs on a subject.	Write a simple fictional recount based on experiences and events. Use adverbs of time to sequence events.	Assmble information on a subject sorting and catogorising information (Organise writing in line with its purpose.)	Use own experiences to write a first hand recount. Use and apply a range of familiar and new punctuation Use and identify different forms of sentences.
Poetry	Counting Poems		Poems around a theme			Rhyme- Using the senses
Poetry Final Writing Outcomes	Write a poem using numbers based on an object or theme		Write a poem by listing words and phrases or use a repeating pattern or lines.			Write lines to form a verse use the 5 senses.

Willow Class						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Fantasy	Familiar settings	Warriors	Traditional Tales & Fables	Talking to each other	Myths and Legends
Texts Studied	How to Train Your Dragon Diary of a Wimpy Kid	Horrid Henry Stories	When the Giant Stirred	Aesops fables		Greek Myths
Narrative	Adventure stories	Stories in familiar settings	Mystery stories	Stories by significant authors	Dialogue and Plays Stories from other cultures	Stories from other cultures Myths
Narrative Writing Outcomes	Write a complete narrative organised into a clear sequence of events	To write a structured story, to entertain using setting description	Write a mystery narrative using setting descriptions and chronology for effect	Children can write a narrative using words, sounds and images to convey information about the main characters	Write a play script based on a story using dialogue to show action.  Write a complete narrative with their ideas organised into paragraphs.	Write a complete narrative with their ideas organised into paragraphs.  Write a myth with a descriptive setting using similes.
Non Fiction	Recounts: diaries	Persuasion & Instructional writing	Explanation Texts	Non-chronological reports	Discussion	Non-chronological reports
Non Fiction Writing Outcomes	Write a diary to recount events present with perfect form of verbs	Write a persuasive text that organises information and elaborates on viewpoints with accurate use of present tense  Write an instructional text using selective adverbial language, sequenced imperative statements and presentational features such as bullet points or numbering.	Write an explanation text using some causal conjunctions and a clear general statement.	Write a non-chronological report using conjunctions to express time, place and cause.	Write a discussion with a clear introduction with well-supported arguments.	Write a non-chronological report using conjunctions to express time, place and cause and paragraphs to group related material.
Poetry		Free verse/poet study		Creating images		Language play
Poetry Final Writing Outcomes		Write free verse; borrow or create a repeating pattern.		Write a poem using repeated patterns and similes to create images		Use language playfully to exaggerate or pretend; · use similes to build images

Oak Class						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>The Big Blue Planet</b>	<b>Early Baghdad</b>	<b>The World Beneath My Feet</b>	<b>Culture on a plate</b>	<b>Stars and Stripes (USA)</b>	<b>Tomb raiders (Ancient Egyptians)</b>
<b>Texts Studied</b>	River Story Flotsam Jumbies The Sea	Sinbad the Sailor History Detective Investigates – Early Islamic Civilization The Poem of Imru-ul-Quais	Journey to the centre of the Earth Biome Explorer Be the Change: Poems to help you save the world	Charlie and the Chocolate Factory Hot Food	The Enchanted Moccasins The USA Song for a Banjo Dance Who was Sacagawea?	Seeker of Knowledge The Man Who Deciphered Egyptians Horus – god of the sky poem
<b>Narrative</b>	Novels and stories by significant authors	Older literature	Film conventions	Plays	Dramatic conventions	Dramatic conventions
<b>Narrative Writing Outcomes</b>	Write a narrative with secure use of characterisation.	Write a narrative with use of appropriate tone and language.	Write a narrative using characterisation and indirect speech.	Write a playscript using informal language and appropriate features.	Write a well-structured narrative using cohesion between paragraphs.	Write a well-structured narrative using cohesion between paragraphs.
<b>Non Fiction</b>	Non-chronological Texts	Non-chronological reports	Explanation texts	Instructions	Recounts: magazine Articles Biography/ autobiography	Reports
<b>Non Fiction Writing Outcomes</b>	Write a structured report with different ways to conclude the text.	Write a structured report with cohesion between paragraphs with the use of adverbials and elision.	Write an explanation text that links ideas within and across paragraphs using a full range of conjunctions and signposts as well as rhetorica questions to draw reader in.	Write instructions by linking ideas across paragraphs, using adverbials of time, place and number using devices to build cohesion.	Write a magazine article with appropriate formal and informal types of writing.  Write a structured report with cohesion between paragraphs with the use of adverbials and elision.	Write a structured report with cohesion between paragraphs with the use of adverbials and elision.
<b>Poetry</b>		Free Verse		Poems to perform		Language Play
<b>Poetry Final Writing Outcomes</b>		Write a structured poemn with metaphors, personification and onomatopoeia.	.	Write and perform a poem that creates images using a range of figurative language.		Write a poem that uses a range of figurative language for effect.

Maple Class						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Land of the Kingdoms	Water World	UFO	Off with their Head	A Perfect Parody	Choices
Texts Studied	The Girl Who Spun Gold - Virginia Hamilton, Leo & Diane Dillon The Village the Vanished - Ann Grifalconi African Tales - Gcina Mhlophe	Floodland - Marcus Sedgwick Once Upon a Raindrop - James Carter Oliver and the Seawigs - Philip Reeve London Deep - Robin Price	Tuesday - David Wiesner Moon Man - Tomi Ungerer Cosmic Disco - Grace Nichols	Treason - Berlie Doherty	The Highwayman - Alfred Noyes The Highway Rat - Julia Donaldson & Axel Scheffler The Tiger Who came to Tea - Judith Kerr The Teenager Who came to Tea - Josie Lloyd & Emlyn Rees The Very Hungry Caterpillar - Eric Carle The Very Hungry Zombie - Josie Lloyd & Emlyn Rees	The Savage - David Almond & Dave McKean
Narrative	Adventure stories	Letters	Stories set in places pupils have been	Historical characters and events	Script Writing	Mystery and Suspense Writing
Narrative Writing Outcomes	Write stories using the techniques to create characters, settings and plot.	Write letters choosing the appropriate form of writing using the main features identified	Write stories interweaving descriptions of characters, settings and atmosphere with dialogue	Note, develop and research ideas to write about Historical characters		Create mystery and suspense by identifying passive and active verbs to affect the presentation of information in a sentence
Non Fiction	Recounts Instruction text	Persuasive writing	Journalistic style	Non-chronological reports	Writing formally	Biographies
Non Fiction Writing Outcomes	Write paragraphs that make sense if read alone using modal verbs or adverbs to indicate degrees of possibility	Write persuasive text using emotive language ensuring cohesive devices are used	Write journalistic text identifying the audience, including appropriate punctuations	Write reports guiding the reader by using a range of organisational devices, including a range of connectives.	Write formal text recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Write biographies using expanded noun phrases to convey complicated information concisely
Poetry	Significant Poems		Haiku		Write poems that convey an image	Cinquain
Poetry Final Writing Outcomes	Learn by heart and perform a significant poem.		Learn by heart and perform a significant poem.  Write a Haiku		Learn by heart and perform a significant poem.  Write poems that convey an image (simile, word play, rhyme and metaphor).	Learn by heart and perform a significant poem.  Write cinquain