The Long Term Plans allow for two planning approaches:

Planning which follows the teaching sequence for writing: designed to follow the three phases of the teaching sequence, leading to a quality written outcome.

Writing will be linked to topics where possible using a related text as a stimulus (‘Take One Book’): Allows teachers a wider creative freedom and an enhanced opportunity to focus on the ‘reading for pleasure’ element of the curriculum. Children have the opportunity to produce a variety of outcomes linked to their class novel.

Writing will use a ‘Talk 4 Writing’ structure, where-by parts of texts are explored and discussed, resulting in a final piece. ‘Think, It, Say It, Write It, Read It’ using a structured write approach will support children to create final pieces of writing at the end of each unit.

Children will produce an independent writing assessment at the end of each half term in KS1 and termly in KS2.

Children’s grammar and spelling will be supported in their writing through Rainbow Grammar and Sounds and Syllables programmes. These will be through explicit lessons and phonic/spelling sessions.

Both approaches are designed to be tailored to the needs of the children through ongoing assessments / national expectations.

Non-Fiction Modules

The long term plans are designed to ensure whole school coverage of non-fiction genres / text types. There is an alignment with other curriculum areas and modules have been chosen to allow for the embedded teaching of grammar statements for each year group.

Fiction Modules

As the children progress through school, narrative units vary their focus. In every year group, opportunities for the children to write narratives at least six times have been planned.

Poetry

Opportunities for performance and recital of poetry happen throughout each year. Children analyse structure and vocabulary choices through the reading of poetry.

The ‘suggested written outcomes’ have been chosen to ensure a variety of outcomes throughout the Key Stages and may also incorporate learning from other curriculum areas. These also, as mentioned above, are designed to facilitate embedded teaching of grammar.

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| **Year 1** | | | | | | |
| **Genre** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Narrative** | Re-tell a narrative using patterns from listening and reading. | Tell a story about a central character. | To innovate on patterns from a familiar story using known story language. | To write their own story version of a familiar story and re-count events in sequence. | To use patterns and language from familiar stories. Write a complete story with a beginning, middle and an end. | To write a complete story which includes characterisation i.e. a good and a bad character. |
| **Non-Chronological Report** | Describe something or someone, developing description to prompts and questions. | | | Assemble information about a subject from their own experience, writing sentences to describe different aspects of the subject. | | |
| **Persuasion** | Write simple examples of persuasion eg in the form of a letter to a character in a book. | | | | | |
| **Instructions** | Write instructions on labels around the learning area. | | | Write a simple set of instructions including a numbered list, title and a simple list of equipment. | | |
| **Recount** | To write sentences to match pictures, or sequences of pictures, illustrating an event. | | | Write a simple first person recount linked to a topic of interest or personal experience, incorporating at least three chronological events in order, whilst maintaining the past tense with consistency. | | |
| **Discussion** | Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another. | | | | | |
| **Explanation** | Write a series of sentences to explain a simple process based on first-hand experience. | | | | | |

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| **Year 2** | | | | | | |
| **Genre** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Narrative** | To write a three part story with a key character. | To re-tell a traditional tale using typical settings, character and events.  To innovate a traditional tale, changing some aspects of the setting, characters and events. | Plan and tell a story based on your own experience, using expanded noun phrases to expand and identify. | To plan and write a story based on a familiar character, using the structure of opening, something happens, events to sort it out and ending. | To plan and write your own story or re-tell a known story, using a range of sentence types and language to add detail. | To plan and write your own story with a logical sequence of events, with the introduction of some dialogue. |
| **Non-Chronological Report** | Use information from research to group and assemble information into a short non-chorological report. | | Expand information using subordination and co-ordination and expanded noun phrases, to describe and specify information. | | Use language and structural features of a non-chronological report eg a direct question, an opening statement, subheadings and line breaks. Ensure writing is in the third person. | |
| **Persuasion** | Write a simple persuasion based on a fictional book eg in the form of a letter to a character in a book. | | | Write a simple persuasive piece based on research or topic of interest. | | |
| **Instructions** | Write instructions with some expansion about something they know well eg getting to school or playing a game. Use imperative verbs and precise language choices. | | | Extend and clarify instructions using subordination and co-ordination. Use expanded nouns to expand and specify. | | |
| **Recount** | Write a simple first person recount linked to a topic of interest or personal experience, incorporating at least three chronological events in order, maintaining past tense and consistent use of the first person. | | | Write a narrative about a personal experience and those of others, in role. | | |
| **Discussion** | Write a series of sentences to convey their opinion and a series of sentences to convey the contrasting opinion of another. | | | | | |
| **Explanation** | Produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced. | | | | | |

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| **Year 3** | | | | | | |
| **Genre** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Narrative** | To write a story in four parts in the first person, with a definite ending. | To write a story in the third person, organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included. | Re-tell or write their own story varying voice and intonation to create effects and sustain interest. Include dialogue to set the scene and present characters. | To write a five-part story a strong dilemma, using conventions of written dialogue to show the relationship between two characters and move the action forward. | Write stories that have a problem and a resolution and organise into paragraphs that include adverbs of time. Include detailed description of setting and characters. | To write a story where dialogue is the drive to move the story on. |
| **Non-Chronological Report** | Write in an impersonal style using paragraphs to organise ideas. | | | Begin to incorporate the language of comparison and contrast. | | |
| **Persuasion** | Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader. | | | | | |
| **Instructions** | Write increasingly complicated instructions using a wide range of devices to make them easier to follow. | | | | | |
| **Recount** | Write the same event in a variety of ways in the third person, such as in the form of a story, a letter or a diary. | | | | | |
| **Discussion** | Write a traditional tale or a scene from a narrative from two key character’s perspectives in viewpoints. | | | | | |
| **Explanation** | To write a series of extended sentences to explain a process, ensuring relevant items are grouped together and sufficient details are grouped together. Create diagrams such as flowcharts to support the explanation. | | | | | |

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| **Year 4** | | | | | | | |
| **Genre** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| **Narrative** | To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures. | Plan and complete stories by identifying stages in the telling: introduction – build up – climax or conflict – resolution. Organise paragraphs around a theme and include descriptive detail to evoke the setting and make it more vivid. | Plan a complete story focusing on organisation devices eg times of day, repeated words and phrases, adverbial phrases and use of pronouns. | | Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere. | Write in role as a character from a story. Include character descriptions designed to provoke sympathy or dislike in the reader. | Plan and write a story where the main character faces a problem that needs to be resolved. Use different ways to introduce characters and connect paragraphs. Develop settings using adjectives and figurative language to evoke time, place and mood. |
| **Non-Chronological Report** | Write a comparative report based on their own notes taken from several sources. | | | Write a non-comparative report in a particular form eg web page. | | | |
| **Persuasion** | Write advertisements focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices. | | | | | | |
| **Instructions** | Write a *procedural* text using a range of organisational devices and language to support clarity and cohesion. | | | | | | |
| **Recount** | Write the same event in a variety of ways (in the third person) such as in the form of a story, a letter, a diary or a news report. | | | | | | |
| **Discussion** | Write a book review that explores the different viewpoints of a book read. | | | | | | |
| **Explanation** | Write an explanation text in a personal and an impersonal style, adapting the use of language and grammar appropriately. | | | | | | |

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| **Year 5** | | | | | | |
| **Genre** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Narrative** | Write a five-part story using language to evoke mood and atmosphere and develop characterisation. | Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense. | Write in the style or particular author, organised into chapters. Extend ways to link paragraphs using adverbs and adverbial phrases.  Try adapting a story for a different audience aiming for consistency in character and style, adapting sentence length and vocabulary to meet the needs of the reader. | Plan and tell a story to explore narrative viewpoint eg retell a familiar story from the point of view of another character. | Plan and write a non-linear story eg flashbacks and parallel narratives, where events are portrayed simultaneously. | Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward. |
| **Non-Chronological Report** | Collect and write a report in which two or more subjects are compared. Pupils must make their own decisions on form and layout. | | | Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. | | |
| **Persuasion** | Adapt a piece of writing for different audiences, shifting levels of formality eg a formal speech and an informal speech. | | | Draft and write a persuasive letter for a real purpose eg to comment on an emotive issue. | | |
| **Instructions** | Write a non-linear procedural manual with choices for the reader. Interweave the use of diagrams and illustrations to make them easier to follow. | | | | | |
| **Recount** | Write a recount based on the same subject such as a historical event, for contrasting audiences, shifting levels of formality. | | | Practice writing a recount with word limits, so that the pupils are forced to consider the precise level of formality required. | | |
| **Discussion** | Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. | | | | | |
| **Explanation** | Plan, compose, edit and refine an explanation text; focusing on clarity, conciseness and impersonal style. | | | | | |

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| **Year 6** | | | | | | |
| **Genre** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Narrative** | Plan and write a story, where dialogue is used to develop characterisation and move the action forward. | Write a short story with a distinct atmosphere eg suspense, panic, humour etc, | Transform a play into narrative. Use paragraphs to vary pace and emphasis. Describe the setting referring to all of the senses and vary sentence length to achieve a particular effect. Use dialogue at key points to move the story on and reveal new information. | Plan and write a non-linear story, arranging paragraphs carefully, using a range of connecting devices to signal that the narrative is moving back or forward in time.  Plan and write a story with two narrators, to tell the story from different perspectives, demonstrating shifts in formality. | 1) Plan and write a variety parodies, manipulating typical characters, settings and events to surprise and amuse the reader.  2) Plan and write an extended short story using expressive and figurative language, describing how characters feel; adding detail of sights and sounds; create mood and atmosphere describing a character’s response to a particular setting; use changes of scene to move on, or create a break in the action; vary the pace by using sentences of different length and direct or reported speech to move the action on. | |
| **Non-Chronological Report** | Write a report in a formal style, selecting correct vocabulary and grammatical structure that reflect the level of formality required. | | | Write a report in an informal style, selecting correct vocabulary and grammatical structures that reflect the level of formality required. | | |
| **Persuasion** | Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. | | | Adapt a piece of writing for different audiences and in different forms, shifting levels of formality eg a formal speech and an informal speech. | | |
| **Instructions** | Interweave instructions and procedures into another text type. | | | | | |
| **Recount** | Write a biography. Select a specific style and form to suit a specific audience. | | | Write an autobiography. Select a specific style and form to suit a specific audience. | | |
| **Discussion** | Combine a discussion text within another text type eg within a newspaper report. | | | | | |
| **Explanation** | Write two different explanations, one in the present tense and one in the past tense. | | | Incorporate an explanation within another text type. | | |