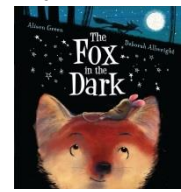
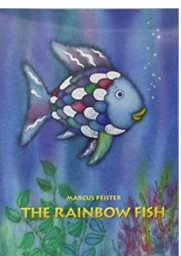
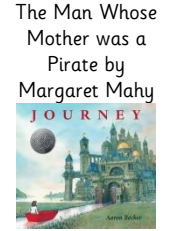
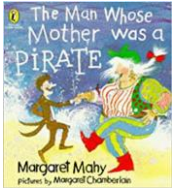




# WRITING LONG TERM PLAN 2020 - 2021

Year 1					
Curriculum Topic	Autumn		Spring		Summer
	After Dark		In a Land Far, Far Away		Enchanted Seaside
Narrative	<b>Stories with predictable phrasing</b>		<b>Traditional Tales - Fairy tales</b>		<b>Adventure Story</b>
	Write simple sentences using patterned language, words and phrases taken from familiar stories using the text 'A Dark, Dark Tale'		Write a re-telling of traditional stories using a chosen version of The Princess and the Pea.		
Non-Fiction	<b>Labels, lists and captions</b>	<b>Report</b>	<b>Character Description</b>		<b>Recount</b>
			Using the key text 'The Lion Inside', create character descriptions for the Lion and the mouse.		
	<b>Instructions</b>		<b>Explanation</b>		
	Following a practical experience write up the instructions for 'How to take care of a Princess' using the key text 'The Princess and The Pea' as inspiration.				
Write labels, lists and captions using images from the key text 'Owl Babies'.		A simple non-chronological report with a series of sentences to describe aspects of the subject 'Nocturnal Animals' using the key text 'The Fox and The Dark' as inspiration	Write simple first person recounts based on personal experience e.g. 'A Day at The Beach'.		Draw pictures to illustrate a simple process and prepare several sentences to support the explanation 'How to stay safe in the sun'.
Write simple sentences using patterned language, words and phrases taken from familiar stories using the text 'A Dark, Dark Tale'		Key Texts:  Owl Babies by Martin Waddell  A Dark, Dark Tale by Ruth Brown  The Fox and The Dark by Alison Green	Key Texts:  The Lion Inside by Rachel Bright 		Key Texts:  The Rainbow Fish by Marcus Pfister  The Snail and The Whale by Julia Donaldson
Poetry	<b>Poetry Appreciation/Understanding Structure</b>		<b>Poetry Appreciation/Understanding Structure</b>		<b>Vocabulary Building</b>
	Recite familiar poems by heart		Recite familiar poems by heart		
Recite familiar poems by heart		Recite familiar poems by heart		Read, write and perform rhyming couplets	

Year 2						
Curriculum Topic	Autumn		Spring	Summer		
	After Dark		In a Land Far, Far Away	Enchanted Seaside		
Narrative	<b>Stories with familiar settings</b>		<b>Traditional Tales - Fairy tales</b>	<b>Adventure Story</b>		
	Use a familiar setting (school) taken from the key text 'Once upon a school day' to write a new story				Key Texts: 	
	<b>Traditional Tales - Fairy tales</b>		<b>Diary Entry</b>	<b>Setting Description</b>		
	Write an alternative version of a traditional story using the key text 'Jack and the Baked Beanstalk'				Key Texts:  The Pea and the Princess by Mini Grey 	
Non-Fiction	<b>Letter</b>	<b>Instructions</b>	<b>Report</b>	<b>Explanation</b>		
	Write a letter to one of the characters from the key text 'The Dark' telling Laszlo why he shouldn't be afraid of the dark	Write a set of based instructions including diagrams linked to the key text 'The Dark' on 'How to make Glow Jars'.			Write in the different perspectives of the Lion, Little Red and Grandma to explore the feelings of each of the characters over the duration of the story.	Using the illustrations in the wordless text, Journey, the children will write detailed descriptions of the settings the little girl visits.
		 The Dark by Lemony Snicket			Write a non-chronological report on Humpty Dumpty's fall and how he was repaired, sorting and categorising information into coherent structure using the key text 'After The Fall: How Humpty Dumpty Got Back Up Again'.	Produce an explanation on an animal using inspiration from the key text 'The Blue Whale' flowchart, ensuring content is clearly sequenced with a series of sentences to support the explanation
Poetry	<b>Poetry Appreciation/Understanding Structure</b>		<b>Poetry Appreciation/Understanding Structure</b>	<b>Vocabulary Building</b>		

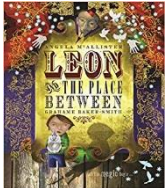
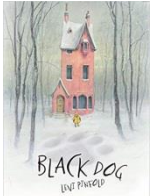
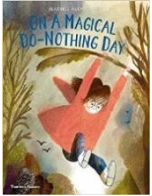
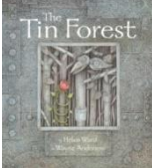
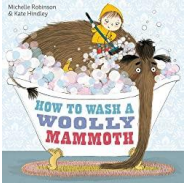

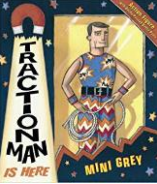



Journey by Aaron Becker

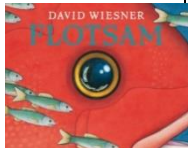




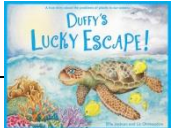
The Blue Whale by Jenni Desmond

	Explore and appreciate a chosen poet	Explore and appreciate Calligrams	Read, write and Calligrams
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Year 3							
Curriculum Topic	Autumn			Spring		Summer	
	Hull			Egyptians		Stone Age	
Narrative	<b>Setting Description</b>	<b>Fable</b>	Key Texts:	<b>Diary</b>	Key Texts:	<b>Play scripts</b>	Key Texts:
	Using the key text 'Leon and The Place Between' the children will write a setting description of 'The Place Between'.	Write a new fable to convey a moral inspired by 'The Tin Forest'	 <p>Leon and the Place Between by Grahame Baker</p>	Write a diary entry using the key text 'Black Dog' as inspiration (e.g different perspectives of each family member/how Small feels when going outside)	 <p>Black Dog by Levi Pinfold</p>	Using the key wordless text 'Mr Wuffles' as inspiration the children will turn the story into a play script.	 <p>On a Magical Do-nothing Day by Beatrice Alemagna</p>
Non-Fiction	<b>Instructions</b>		 <p>The Tin Forest by Helen Ward</p>	<b>Persuasion -Adverts (Scripts)</b>	<b>Explanation</b>	<b>Non-Chronological Report</b>	<b>Persuasion - Letters</b>
	After reading 'How to wash a woolly mammoth' write a set of detailed and comical instructions on how to treat animals of a child's choice.		 <p>How to wash a woolly mammoth</p>	Using the key text 'Traction Man' children will design their own toy and produce an advert to encourage people to buy it	Using the key text 'The Chocolate Tree' as inspiration children will write explanations on how chocolate is made	 <p>The Chocolate Tree by Linda Lowrey and Richard Keep</p>	Children will write a non – chronological report on emotions child using the key text 'Little Mouse's Big Book of Fears'
Poetry	<b>Poetry Appreciation/ Understanding Structure</b>			<b>Poetry Appreciation/ Understanding Structure</b>		<b>Vocabulary Building</b>	
							 <p>Little Mouse's Big Book of Fears by Emily Gravett</p>

	Recite familiar poems by heart		Explore and appreciate haiku, tanka and kennings poetry	Traction Man is Here by Mini Grey	Read, write and perform haiku, Tanka or kennings poetry	
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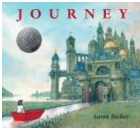

Year 4								
Curriculum Topic	Autumn			Spring		Summer		
	Hull			Egyptians		Stone Age		
Narrative	<b>Fantasy Narrative</b>	<b>Warning Narrative</b>	Key Texts:  Flotsam by David Weisner -Smith	<b>Historical Narrative</b>	<b>Myths and Legends</b>	Key Texts:  The Story of Tutankhamun by Patricia Cleveland-Peck	<b>Diary</b>	Key Texts:  The Viewer by Gary Crew
	Using the key text 'Flotsam' the children write a fantasy inspired story inspired by the pictures developed by the boy.	Using the key text 'The Day the Ocean went Away' as inspiration write a warning story about plastic pollution	Using the key text 'The Day the Ocean went Away' by Volvo Car UK	Using the key text 'The Story of Tutankhamun' the children will create a historical narrative based on the discovery of an Egyptian tomb.	Using the key text 'Ancient Egypt tales of Gods and Pharaohs' the children will create a myth around the Egyptian Gods	The Story of Tutankhamun by Patricia Cleveland-Peck	Using the key text 'The Viewer as inspiration the children write a diary (as the main character) about finding a mysterious object and its effect on the finder.	 The Night Gardener by George Pelecanos
Non-Fiction	<b>Persuasion-Letters</b>	<b>Discussion</b>	 The True Story of The Three Little Pigs Jon Scieszka	<b>Persuasion-Adverts</b>		 Ancient Egypt Tales of Gods and Pharaohs	<b>Explanation</b>	<b>Newspaper Report</b>
	Write a persuasive letter using the key text 'Duffy's Lucky Escape' on recycling, reducing and re-using plastic.	Consider and write different sides of an argument, create conclusion summarising reasons using the text 'The True Story of	Using the key text 'The Dam' children will write persuasive adverts to encourage people to learn a musical instrument			 The Dam by David Almond	Using the key text 'The Rhythm of Rain' as inspiration children will write explanations on the water cycle	Write a newspaper report using the key text 'The Night Gardener' as inspiration about mysterious events that are happening throughout the night.



## Long Term Plan: Writing



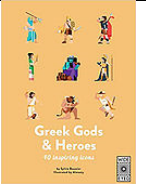

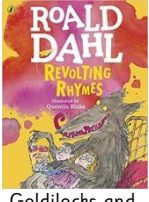
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		The Three Little Pigs'				
Poetry	<b>Poetry Appreciation/ Understanding Structure</b>		Duffy's Lucky Escape by Ellie Jackson	<b>Poetry Appreciation/ Understanding Structure</b>		<b>Vocabulary Building</b>
	Recite familiar poems by heart			Explore and appreciate riddles		

Year 5								
Curriculum Topic	Autumn			Spring			Summer	
	WW2			Asia			Romans	
Narrative	<b>Journey Narrative</b>	<b>Diary</b>	Key Texts:  The Promise by Nicola Davies	<b>Fantasy Narrative</b>	Key Texts:  JOURNEY	<b>Thriller Narrative</b>	<b>Myths and Legends</b>	Key Texts:  The Spider and The Fly by Tony Diterlizzi
	Using the key text 'The Promise', children will create a journey story linked to someone changing their actions in order to help the environment.	Children will write as either of the Barleycorns, detailing their emotions after numerous events of the key text 'Greenling'		Using the key text 'Journey', the children will write a fantasy story about being transported to a mysterious new land and facing the dangers there.		Develop skills of building up atmosphere in writing e.g. passages building up tension using the text 'The Spider and The Fly' as inspiration	Reflect on the main character of the myths and legends from different viewpoints. Re-tell the story from several different perspectives using the key text 'Greek Gods and Heroes'.	
Non-Fiction	<b>Persuasion - Letter</b>	<b>Biography</b>		<b>Discussion</b>	<b>Non-Chronological Reports</b>	<b>Journalistic Writing</b>		

## Long Term Plan: Writing

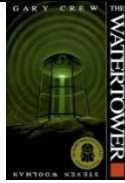
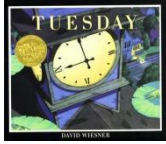
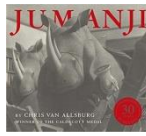
Academic Year 2020 - 2021

	Using the events from the key text 'Greenling', children will write to Mrs Barleycorn to persuade her to give the baby a chance.	Children will write a biography based on Amy Johnson.	 Greenling by Levi Pinfold	Using the events of the story Goldilocks and The Three Bears, the children will write a balanced argument, arguing whether Goldilocks was a neglected child or whether she was just a petty thief using the Roald Dahl poem as inspiration.	Using the key text 'The Ugly Five' the children will produce non-chronological reports on some of Africa's ugliest animals.	Journey by Aaron Becker  The Ugly Five by Julia Donaldson	Using the events of the text 'Hansel and Gretel' the children should write about the experiences of the children, interviewing them for their opinion using formal language for the journalistic writing and information language for the reported speech.	 Greek Gods and Heroes by Sylvie Baussier and Almasty  Hansel and Gretel by Antony Browne
Poetry	<b>Poetry Appreciation/ Understanding Structure</b>			<b>Poetry Appreciation/ Understanding Structure</b>			<b>Vocabulary Building</b>	
	Recite familiar poems by heart			Explore and appreciate cinquains		 Goldilocks and The Three Bears by Roald Dahl	Read, write and perform cinquains	

Year 6										
Curriculum Topic	Autumn			Spring			Summer			
	WW2			Asia			Romans			
Narrative	Warning Story	Diary	Key Texts:	Thriller Narrative	Setting Description	Key Texts:	KS 2	AS SE	Mystery Narrative	Key Texts:

## Long Term Plan: Writing

## Academic Year 2020 - 2021

	Using the themes from the book Varmints about destruction of environments through colonization, the children will write a warning story linked to the potential ruin of habitats to inspire people to change their ways	The children will use the events of the text 'Tuesday' and the key timings of the book to write a Diary entry as one of the humans from the story who witnesses the events.	 Varmints by Helen Ward	Using the structure of 'The Water Tower', the children will write their own thriller involving a mysterious object and its unseen influence on those who encounter it.	Using inspiration from the book 'Jumanji' and supporting film clips, the children will write a detailed description of a key scene.	 The Water Tower by Gary Crew			The children will have the option to pick one of the many scenarios from the key text 'The Mysteries of Harris Burdick' in order to create their own mystery narrative.	 The Mysteries of Harris Burdick by Chris Van Allsburg
Non-Fiction	<b>Persuasion - Letter</b>	<b>Explanations</b>	 Tuesday by David Wiesner	<b>Journalistic Writing</b>		 Jumanji by Chris Van Allsburg		<b>Auto-Biography</b>		
	Children will use the key text 'Natures Tiny Miracle: Bees' to persuade people to do more to help Bees. Use links to the KS2 2018 SATs paper Non-Fiction Text.	Using the text 'Until I Met Dudley' children will write explanations for the items in the book.	 Nature's Tiny Miracle: Bees by Patricia	Using the key text 'The Island' children will write a Newspaper Report using both formal and informal language choices appropriately to inform inhabitants of the island about the 'arrival'.		 The Island by Armin Greder		The children will prepare an auto biography for transitional purposes.		
Poetry	<b>Poetry Appreciation/ Understanding Structure</b>		 Until I Met Dudley by Rodger McGough	<b>Poetry Appreciation/ Understanding Structure</b>			<b>Vocabulary Building</b>			
	Recite familiar poems by heart		Hegarty	Explore and appreciate free verse			Read, write and perform free verse			

Non-Fiction	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Labels, lists and captions (NF)	X						1
Recount (NF)	X						1
Instructions (NF)	X	X	X				3



## Long Term Plan: Writing

Academic Year 2020 - 2021

Persuasion – Adverts (NF)			X	X			2
Discussion/Balanced Argument (NF)				X	X		2
Newspaper Report/Journalistic Writing (NF)				X	X	X	3
Biography (NF)					X		1
Autobiography (NF)						X	1
Persuasion – Letter (NF)		X	X	X	X	X	5
Non-chronological Report (NF)	X	X	X		X		4
Explanation (NF)	X	X	X	X		X	5
Stories with Predictable Phrasing (F)	X						1
Traditional Tales (F)	X	X					2
Adventure Narrative (F)	X	X					2
Character Descriptions (F)	X		X				2
Setting Descriptions (F)		X	X			X	3
Stories with Familiar Settings (F)		X					1
Playscripts (F)			X				1
Diary (F)		X	X	X	X	X	5
Fables (F)			X				1
Fantasy Narrative (F)				X	X		2
Myths and Legends (F)				X	X		2
Warning Narrative (F)				X		X	2
Historical Narrative (F)				X			1
Mystery/Suspense Narrative (F)						X	1
Journey Narrative (F)					X		1
Thriller Narrative (F)					X	X	2
<b>Total</b>	<b>9</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>9</b>	