

**Long Term Writing Plan (Writing outcomes are suggested innovations)**



		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		<p>Poetry - performance – Reading Based: To listen to and recite a simple poem. Put actions to the poem. Re-read from a text.</p>		<p>Poetry – linked to Handa To use a poem as part of their own writing. Use the class model and substitute words to create their own poem.</p>		<p>Poetry - magic theme To use imagery to describe objects and characters and use in their own poems. To use pictures and images as a stimulus for a base of own poems.</p>		<p>Poetry – performance (J.Donaldson) To listen and appreciate poems by the same author and comment on the use of rhyme and rhythm. To learn and read poems out loud.</p>		<p>Poetry – linked to Jack and the B To look at how alliteration is used in poetry. To read an alliterative poem and create their own using J and T BS as a stimulus.</p>		<p>Poetry – performance To use a simple poetry structure, substitute own lines and write new lines. To perform their own poems to an audience.</p>	
		<p><b>Fiction</b>      <b>Non-Fiction</b></p>		<p><b>Fiction</b>      <b>Non-Fiction</b></p>		<p><b>Fiction</b>      <b>Non fiction</b></p>		<p><b>Fiction</b>      <b>Non-Fiction</b></p>		<p><b>Fiction</b>      <b>Non-Fiction</b></p>		<p><b>Fiction</b>      <b>Non-Fiction</b></p>	
<b>Year 1</b>	<p><b>Text</b> The Ginger Bread Man (Pie Corbett Bumper book)</p> <p><b>Genre</b> Traditional tale (repetition)</p> <p><b>Focus</b> Sentences</p> <p><b>Writing outcome</b> Simple innovation of Gingerbread Man</p> <p>Sequencing sentences to form their own Gingerbread man story. To orally retell their sentences before writing them.</p> <p><b>Text 2</b> Knufflebunny</p> <p><b>Genre</b> Narrative. Sequencing sentences to form their own version of the text.</p>	<p><b>Text</b> Wanted Poster</p> <p><b>Genre</b> Persuasion</p> <p><b>Focus</b> Description</p> <p><b>Writing Outcome</b></p> <p>Wanted Poster for The Ginger Bread Man</p> <p>Using adjectives to describe nouns To say out loud what it is they are going to write about</p>	<p><b>Text</b> Handa’s Surprise</p> <p><b>Genre</b> Story from another culture</p> <p><b>Focus</b> Basic punctuation</p> <p><b>Writing outcome</b> Simple innovation of Handa’s Surprise</p> <p>Writing own version of Handa’s surprise. To use punctuation capital letters, full stops and finger spaces in sentences.</p>	<p><b>Text</b> Postcards</p> <p><b>Genre</b> Post Cards to include a recount</p> <p><b>Focus</b> Time words/order</p> <p><b>Writing Outcome</b></p> <p>A postcard from Handa</p> <p>Recount the main events of the story To sequence own writing by saying aloud what it is we are writing about</p>	<p><b>Text</b> Magic Porridge Pot (Pie Corbett Bumper book)</p> <p><b>Genre</b> Tale of magic and disaster</p> <p><b>Focus</b> Sentences</p> <p><b>Writing outcome</b> Simple innovation of Magic Porridge Pot</p> <p>To sequence writing to form a short narrative. To write sentences punctuating using capital letters and full stops.</p>	<p><b>Text</b> Simple explanation model</p> <p><b>Genre</b> Explanation</p> <p><b>Focus</b> Punctuation</p> <p><b>Writing Outcome</b> Explain how a magic pot works</p> <p>To use vocabulary to explain how something works. Talking about what they want to write about – planning.</p>	<p><b>Text</b> Julia Donaldson story – Using Princess and The Wizard</p> <p><b>Genre</b> Stories by the same author</p> <p><b>Focus</b> Story sequence</p> <p><b>Writing outcome</b> Simple innovation of chosen story</p> <p>To rewrite their own story talking about their ideas orally, planning and writing their own version changing the events.</p>	<p><b>Text</b> Invitations to a party</p> <p><b>Genre</b> Non-fiction invitations/ menus/ lists etc...</p> <p><b>Focus</b> organisation features</p> <p><b>Writing Outcome</b> Invitation/menu/ Lists TBC</p> <p>To sequence writing into a list for menus. To write an invitation using simple sentences including information.</p>	<p><b>Text</b> Jack and The Beanstalk (Pie Corbett Bumper book KS2 Y3 adapt)</p> <p><b>Genre</b> Traditional Tale</p> <p><b>Focus</b> Writing for the reader</p> <p><b>Writing outcome</b> Simple innovation</p> <p>To use familiar stories to rewrite their own version. Retelling main events in sequence using correct structure and punctuation.</p>	<p><b>Text</b> Instructions model</p> <p><b>Genre</b> Instructions</p> <p><b>Focus</b> Sequencing</p> <p><b>Writing Outcome</b> How to grow magic beans</p> <p>To write sentences in order – sequencing order of events. Using simple organisational structures in writing a set of instructions.</p>	<p><b>Text</b> How to Catch a Star</p> <p><b>Genre</b> Stories by the same author</p> <p><b>Focus</b> Story sequence</p> <p><b>Writing outcome</b> Simple innovation</p> <p>Own version of story changing the way to catch the star Sequencing the events in the correct order.</p>	<p><b>Text</b> How to catch a star</p> <p><b>Genre</b> Instructions</p> <p><b>Focus</b> Accurate sentences</p> <p><b>Writing Outcome</b> To write own set of instructions</p> <p>To discuss with a peer their ideas. To plan their set of instructions and write their own set using correct punctuation and sentence structure.</p>	
			<p>Cross curricular writing <b>Lists</b></p>		<p>Cross curricular writing <b>Persuasion</b></p>		<p>Cross curricular writing <b>Postcards</b></p>		<p>Cross curricular writing <b>Explanation</b></p>		<p>Cross curricular writing <b>Invitations/lists/menus</b></p>		<p>Cross curricular writing <b>Instructions</b></p>

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		Poetry - action poetry To use a class poem as a stimulus and look at the structure of the writing within. Use this as a basis of writing their own poem by extending or substituting phrases within.		Poetry – fantasy, elves To use the sense of imagery in their poems. Using a picture or a poem to create their own phrases and captions around the theme of fantasy and then to build their own ideas into a list poem.		Poetry - linked to Storm Whale To use a humorous class poem to identify patterns in the poetic structure (use of riddles, alliteration or tongue twisters). To rewrite their own riddle or adaptation to create their own poems.		Poetry – forest, spooky setting To illustrate a picture with captions. To create their own poem looking at alliterative techniques to build up the imagery.		Poetry – performance To identify and discuss favourite poems and poets. To discuss the type of poetic structures that are in a poem and learn and recite poems by reading aloud.		Poetry – performance To create a class anthology of favourite poems. Looking at a variety of poems and identifying the features of poems using appropriate poetic terminology.	
		Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<b>Year 2</b>	<p><u>Text</u> Superworm Julia Donaldson <u>Genre</u></p> <p><u>Focus</u> Diary Writing</p> <p><u>Writing outcome</u> Writing a diary entry from Superworm</p> <p>Recap capital letters and full stops Writing sentences in past tense.</p>	<p><u>Text</u> Making Rock Cakes</p> <p><u>Genre</u> Instructions</p> <p><u>Focus</u> Logical order/ Sequencing</p> <p><u>Writing Outcome</u> How to wash our hands.</p> <p>To write in chronological order. To use bossy verbs in writing. To use new lines for each instruction.</p>	<p><u>Text</u> The Papaya that spoke (Pie Corbett Bumper Book)</p> <p><u>Genre</u> Fantasy</p> <p><u>Focus</u> Character actions</p> <p><u>Writing outcome</u> Simple innovation of The Papaya that spoke</p> <p>To use nouns phrases in text. To use possessive apostrophes. To write in sequence for a story.</p>	<p><u>Text</u> Information texts</p> <p><u>Genre</u> Leaflet</p> <p><u>Focus</u> Accurate sentences</p> <p><u>Writing Outcome</u> Leaflet for the Christmas nativity.</p> <p>To write for a different purpose. Use past and present tenses. To use questions – what, who, when?</p>	<p><u>Text</u> The Storm Whale by Benji Davies</p> <p><u>Genre</u> Finding Tale</p> <p><u>Focus</u> Coherence</p> <p><u>Writing outcome</u> Write own version of a finding tale</p> <p>To spell words with contracted form. To use noun phrases in writing. To use coordination and subordination.</p>	<p><u>Text</u> Recount letter model</p> <p><u>Genre</u> Recount in letter</p> <p><u>Focus</u> Coherence</p> <p><u>Writing Outcome</u> Recount of a school trip.</p> <p>To use past tense in sentences. To write in chronological order. To write using time adverbials.</p>	<p><u>Text</u> Cat Bramble and Heron</p> <p><u>Genre</u> Bad versus Good</p> <p><u>Focus</u> Repetition and sequencing</p> <p><u>Writing outcome</u> To innovate the story of Cat, Bramble and Heron.</p> <p>To write using repeated phrases and sentences. To use coordination and subordination. To use noun phrases in our stories.</p>	<p><u>Text</u> Simple life cycles explanation e.g. butterfly</p> <p><u>Genre</u> Explanation</p> <p><u>Focus</u> Punctuation</p> <p><u>Writing Outcome</u> The life cycle of a sunflower.</p> <p>To punctuate sentences correctly. To use phonemes and graphemes in suffixes. To write for a purpose.</p>	<p><u>Text</u> Traction Man by Minnie Grey</p> <p><u>Genre</u> Action and Adventure story</p> <p><u>Focus</u> Setting and character description</p> <p><u>Writing outcome</u> Write own version of an adventure/ action story</p> <p>To use exclamation sentences To use the four sentence types – sentences, questions, commands and</p>	<p><u>Text</u> Persuasive guide model Blackpool Zoo</p> <p><u>Genre</u> Persuasive Information</p> <p><u>Focus</u> Commands</p> <p><u>Writing Outcome</u> Guide to why water is fun – water park</p> <p>To write for different purpose. To use noun phrases in sentences. To use question sentences in text.</p>	<p><u>Text</u> Variety of short texts and writes</p> <p><u>Genre</u> Various</p> <p><u>Focus</u> Securing end of year objectives</p> <p><u>Writing outcome</u> Gap filling</p> <p>Securing end of year objectives.</p>	<p><u>Text</u> Florence Nightingale/ Samuel Pepys</p> <p><u>Genre</u> Information text</p> <p><u>Focus</u> Logical order</p> <p><u>Writing Outcome</u> Write own information text on Mary Seacole.</p> <p>To write in logical order. To write in coherent sentences. To write for different audiences.</p>	
			Cross curricular writing Diary Writing Samuel Pepys		Cross curricular writing Instruction		Cross curricular writing Information		Cross curricular writing Recount (real experience)		Cross curricular writing Explanation		Cross curricular writing Persuasive information