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

| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
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| | Poetry - performance (story poems) To use a range of poetry form different poets and look at the different structures and poetic devices. Children to use the correct terminology to describe the various structures and build up opinions into techniques they prefer. | | Poetry – mystical animals To collect suitable words and phrases form a class poem to write short descriptions of a character/setting To build up the use of imagery from a text to create their own poem mimicking the poetic structure form class model. | | Poetry - description To create their own poem to entertain. Look at a bank of different poems and collect a class bank of humourous poems. To create their own humourous poem using the style of some collected and perform. | | Poetry – performance (dialogue) To use the class (talking) poem and prepare for performance. Children to look at how the poem uses vocabulary to express actions, expression, tone and volume. To perform an adaptation of the poem using these skills. | | Poetry – spooky To look at shape poems and use the structure and ideas to create their own shape poem. To select appropriate vocabulary and focus on the presentation of their own shape poem. | | Poetry – legends To write poetry that uses sound to create effects. To look at onomatopoeia and alliteration techniques in poems and use these to create their own poem to perform. | |
| | Fiction | Non-Fiction | Fiction | Non-Fiction | Fiction | Non fiction | Fiction | Non-Fiction | Fiction | Non-Fiction | Fiction | Non-Fiction |
| Year 3 | **Text** Lazy Jack (Pie Corbett Bumper book) **Genre** Losing Tale **Focus** Writing a narrative with a clear structure **Writing outcome** Innovation  Lazy Jack story – <br><br> To Use the same structure of the text children to change character and objects. | **Text** Should Children Do Housework? (Writing models Y4 Pie Corbett) <br><br> **Genre** Discussion <br><br> **Focus** Vocab <br><br> **Writing outcome** Should school days be shorter? <br><br> To form a balanced argument for discussion including opinion. Using a variety of sentence openings and fronted adverbials. | **Text** The Mystery of the Hare and the Moon (Pie Corbett bumper book) **Genre** Folk Tale **Focus** Setting **Writing outcome** New folk tale <br><br> To use the structure of a fable and rewrite their own with a message at the end. | **Text** Unicorns (Writing Models Y3 Pie Corbett) **Genre** Information text **Focus** Paragraphing **Writing outcome** Information text on chosen mystical animal <br><br> To organise information into paragraphs – structuring own writing into a theme. | **Text** Adventure at Sandy Cove (Pie Corbett Bumper book) **Genre** Warning story <br><br> **Focus** Description **Writing outcome** Warning story. <br> To Focus upon the vocabulary used to describe the setting, plot and characters. | **Text** News recount (TfW Across Curric Pie Corbett) **Genre** News Recount **Focus** Vocab **Writing outcome** News recount about Sandy Cove <br><br> To use organisational devices found in a newspaper and write in past tense to tell a recount of something that has happened. | **Text** Reilly (Pie Corbett Y4 modelled texts) **Genre** Fantasy Tale <br><br> **Focus** Dialogue <br><br> **Writing outcome** Write own fantasy story <br><br> To rewrite a fantasy story using an increasing range of sentence structures – fronted adverbial and time adverbials to sequence writing. | **Text** Make playstations available in schools (Writing models Y4 Pie Corbett) **Genre** Persuasion **Focus** Varying sentence structures <br><br> **Writing outcome** Reilly's world is the best place to live. <br><br> To use a widening vocabulary used to persuade and encourage. Using paragraphs to help convey thoughts and ideas. | **Text** The Thing In The Basement (Michaela Morgan) **Genre** Finding tale **Focus** Creating suspense <br><br> **Writing outcome** Finding tale <br><br> To use vocabulary to create suspense in character and setting. To assess the effectiveness of their own choice of words. | **Text** Radio advert – models <br><br> **Genre** Adverts <br><br> **Focus** Vocab <br><br> **Writing outcome** Radio advert – school basement safety <br><br> To use organisational devices in own writing using paragraphs. | **Text** Why the sky is so high (Pie Corbett Bumper book) **Genre** Legend **Focus** Strong openings and endings **Writing outcome** Why the … is… story <br><br> To write a legend from another country. To write about a problem and a consequence. | **Text** Why the…is… <br><br> **Genre** Explanation <br><br> **Focus** Cohesion <br><br> **Writing outcome** Why the…is… **explanation** |
| | Cross curricular writing **Instructions** | | Cross curricular writing **Information text on volcanoes** | | Cross curricular writing **Discussion** | | Cross curricular writing **News Recount** | | Cross curricular writing **Persuasive Information** | | Cross curricular writing **Adverts** | |

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| Poetry - linked to Hamelin<br>To use a rhyming poem and find the poetic structures within. Looking at how the poet uses or not uses rhyme – rhyming couplets. | Poetry – suspense<br>To use a class poem to look for vocabulary used to create suspense. To experiment with using powerful and expressive verbs to create their own poems based upon the class structure. | Poetry - fantasy setting<br>To compare and contrast poems using the theme of fantasy. Discuss personal responses to the poems. Using their preferred poem to rewrite and adapt by changing words and phrases, reorganising words and lines and experimenting with figurative language. | Poetry – characters<br>To use a character picture to list brief words/phrases to describe. Building upon previous years use of imagery. To trim down or extend sentences to create their own poem. | Poetry – performance<br>To use a variety of older poems and identify clues which suggest they are older – language use, archaic words.<br>To name the different devices used in poetry. To form opinions of personal appreciation. | Poetry – wishes<br>To create a poem based upon their own or imagined experiences. To take account of vocabulary, expressions and patterns of rhyme or similes. |

| | Fiction | Non-Fiction | Fiction | Non-Fiction | Fiction | Non fiction | Fiction | Non-Fiction | Fiction | Non-Fiction | Fiction | Non-Fiction |
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| **Year 4** | **Text**<br>Hamelin (Pie Corbett Bumper book)<br>**Genre**<br>Folk Tale<br>**Focus**<br>Opening/endings<br>**Writing outcome**<br>New Hamelin story<br><br><br>To use fronted adverbials in own text and adverbials of time. Use of noun phrases.<br>To change the main events of the story using a similar structure to the text given. | **Text**<br>How a giant spider traps its prey (Writing models Y4 Pie Corbett)<br>**Genre**<br>Explanation<br>**Focus**<br>Paragraphing with linked sentences<br><br>**Writing outcome**<br>How the Pied Piper works his magic<br><br><br>To use apostrophes in plurals.<br>To use paragraphs in structuring an explanation text. | **Text**<br>The Canal (Pie Corbett Bumper book)<br>**Genre**<br>Warning tale<br>**Focus**<br>Suspense<br>**Writing outcome**<br>Warning tale<br><br><br>To build on a varied and rich vocabulary using words for suspense.<br>To structure own writing to follow the structure of a warning tale. | **Text**<br>Bean Plant Cut Down  (Writing models Y4 Pie Corbett)<br><br>**Genre**<br>Newspapers (recount)<br>**Focus**<br>Structure<br>**Writing outcome**<br>Newspaper report based on The Canal<br><br><br>To use verbs to write in past tense.<br>To use non fiction organisational features to write a newspaper recount, using paragraphs to help sequence own writing. | **Text**<br>Elf Road by Pie Corbett (teachwire.net)<br>**Genre**<br>Portal<br>**Focus**<br>Setting<br>**Writing outcome**<br>Portal story<br><br><br>To use prepositions to describe place. To use extended noun phrases to describe setting in their own stories. | **Text**<br>Persuasive leaflets (Writing models Y5 Pie Corbett)<br>**Genre**<br>Persuasion<br>**Focus**<br>Vocab<br>**Writing outcome**<br>Persuasive leaflet based on land beyond portal<br><br><br>To use a variety of superlatives. To use organisational devices to structure own writing. | **Text**<br>Lost Property by Pie Corbett (teachwire.net)<br>**Genre**<br>Losing tale<br>**Focus**<br>Descriptive language<br>**Writing outcome**<br>Losing tale<br><br><br>To use a widening vocabulary to describe the object. Using expanded noun phrases to build on an increasing range of sentence structures. | **Text**<br>A Simple Card Trick (Writing models Y5 Pie Corbett)<br>**Genre**<br>Instructions<br>**Focus**<br>Using organisational devices<br><br> **Writing outcome**<br>How to…(linked to Lost Property)<br><br><br>To use non fiction organisational devices in writing instructions. To discuss and record ideas for writing. | **Text**<br>Twist on a Fairy Tale (e.g. Little Red Riding Hood Bumper book Pie Corbett)<br>**Genre**<br>Change tale<br>**Focus**<br>Writing a narrative with a clear structure<br>**Writing outcome**<br>Own twist on a fairy tale<br><br>To use a familiar story and adapt it for own writing using structure, vocabulary and grammar. | **Text**<br>Pirates at Large (Writing models Y5 Pie Corbett)<br>**Genre**<br>Information<br>**Focus**<br>Vocab<br>**Writing outcome**<br>Information text based on Fairy Tales for e.g. story book wolves<br><br>To use subheadings and headings to organise structure. To use technical vocabulary in own writing. To write in paragraphs around a theme. | **Text**<br>The King of the Birds (Pie Corbett Bumper book)<br>**Genre**<br>Wishing tale<br>**Focus**<br>Dialogue<br>**Writing outcome**<br>Wishing tale<br><br><br>To use inverted commas to punctuate direct speech. | **Text**<br>Should Daleks Be Allowed To Live on Earth (TfW Across the Curriculum Pie Corbett)<br>**Genre**<br>Discussion<br>**Focus**<br>Paragraphing with linked sentences<br>**Writing outcome**<br>Should all wishes come true?<br>To use fact and opinion to write about ideas and linking ideas.<br>To use a range of conjunctions to extend sentences.<br>To build reasoning into their writing. |

| Cross curricular writing<br>**Persuasive Information** | Cross curricular writing<br>**Explanation** | Cross curricular writing<br>**Newspaper/recount** | Cross curricular writing<br>**Persuasion** | Cross curricular writing<br>**Instructions** | Cross curricular writing<br>**Information** |
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| | **Poetry - monsters**<br>To read a narrative poem carefully chosen for the class. Look for the different structures and devices used in the poem and highlight the different terms used in the poem chosen.<br>Children to write their own version substituting words and phrases. | | **Poetry – sadness**<br>To use the class poem to reflect upon.<br>To convey feelings, reflections and mood in a poem when rewriting their own version. To choose carefully selected vocabulary and phrases to convey emotion. | | **Poetry -  heroes & villains**<br>To look at a range of different styles of poems linked to the them – ballad, sonnet, rap, elegy.<br>To compile their own class anthology with commentaries about choices and justify preferences. | | **Poetry – environment**<br>To use a class poem on the environment and form an opinion and justify this. To use the structure of the poem and add in additional verses to the class poem.<br>To produce polished poetry by revising what they have written and perform to an audience. | | **Poetry – performance**<br>To read a wide variety of poems by significant poets. Identify the distinctiveness of the poems and form opinions on the style and content.<br>To explain and justify personal preferences of poems and poets. | | **Poetry - siblings**<br>To write poems based upon personal or imagined experiences. Building upon vocabulary and extended sentences and phrases.<br>To write their own poem using a style of poem that they have studied throughout the year. | |
| | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** |
| **Year 5** | **Text**<br>The Cobbler of Krakow (Pie Corbett bumper book Y6 story)<br>**Genre**<br>Beat the monster story<br>**Focus**<br>Openings & endings<br>**Writing outcome**<br>Beat the monster story<br><br>To use expanded nouns phrases.<br>To convey complicated information precisely.<br>To identify the audience and adapt our story. | **Text**<br>How to find Pirate's Treasure (Pie Corbett Writing Models Y5)<br>**Genre**<br>Explanation<br>**Focus**<br>Precise vocab<br>**Writing outcome**<br>How to beat a monster<br><br>Begin to recognise vocabulary and structures that are appropriate for formal use<br>To organise writing into a structure.<br>Begin to use modal verbs or adverbs to indicate degrees of possibility | **Text**<br>Kidnapped! (Pie Corbett bumper book Y6 story but add dialogue text)<br>**Genre**<br>Finding<br>**Focus**<br>Integrate dialogue to convey character<br>**Writing outcome**<br>Short writes demonstrating effective use of dialogue<br><br>Begin to develop character through the use of dialogue.<br>Begin to use trelative clauses in their own writing. | **Text**<br>Yes – UFOs Do Exist (Pie Corbett Writing Models Y6)<br>**Genre**<br>One sided argument<br>**Focus**<br>Vocab for effect on audience<br>**Writing outcome**<br>One sided argument based on Kidnapped<br><br>Begin to identify the audience and write for this audience. To develop the structure and organisation of the text.<br>To begin to use ellipsis. | **Text**<br>Beowulf (Pie Corbett Bumper book)<br><br>**Genre**<br>Myth<br><br>**Focus**<br>Suspense/action<br>**Writing outcome**<br>Sequel<br><br>To begin to recognise the difference in formal and informal language.<br>Begin to mark time and place through the use of verbs. | **Text**<br>Biographical account for e.g. Marcia William's Three Cheers for Inventors<br>**Genre**<br>Biographical Account<br>**Focus**<br>Cohesion<br>**Writing outcome**<br>Biographical account based on Beowulf<br><br>Begin to recognise the difference in formal and informal use.<br>To recognise the use of vocabulary and structure for formal use. | **Text**<br>Varmints by H.Ward & M.Craste<br><br>**Genre**<br>Fantasy<br><br>**Focus**<br>Description<br><br>**Writing outcome**<br>Fantasy story<br><br><br>Use grammatical connections and adverbials for cohesion.<br>Begin to use commas to clarify meaning or avoid ambiguity<br>To write their own fantasy story using the structure of Varmints. | **Text**<br>Should Gold E Locks be Gaoled (Pie Corbett Writing Models Y6)<br>**Genre**<br>Discussion<br>**Focus**<br>Cohesion<br>**Writing outcome**<br>Environmental discussion (Varmints as hook)<br><br>To begin to use passive verbs to affect the presentation of the writing.<br>Begin to use organisational devices including brackets to indicate parenthesis. | **Text**<br>The Highwayman (Alfred Noyes)<br>**Genre**<br>Historical Narrative<br>**Focus**<br>Descriptive Writing/vocab<br><br>**Writing outcome**<br>The story of the poem<br>To develop characters and setting through vocbulary.<br>Begin to select grammar and vocabulary to enhance meaning. | **Text**<br>Famous Buccaneer Pirates (Pie Corbett Writing Models Y5)<br>**Genre**<br>Information<br>**Focus**<br>Cohesion<br><br>**Writing outcome**<br>Information text on a famous highwayman or woman<br><br>Begin to use advanced organisational and presentational devices<br>Begin to use a colon to introduce a list | **Text**<br>The Tunnel by Anthony Browne<br>**Genre**<br>Change story<br>**Focus**<br>Using & applying all focuses<br><br>**Writing outcome**<br>Invented story using themes from The Tunnel as a hook<br>Range of objectives covered taken from teacher assessments. | **Text**<br>All models from Y5<br>**Genre**<br>Variety of genres<br>**Focus**<br>Securing end of year objectives<br>**Writing outcome**<br>Free choice non-fiction write based on favourite topic studied in Y5<br>Range  of objectives covered taken from teacher assessments. |
| | **Cross curricular writing**<br>**Discussion** | | **Cross curricular writing**<br>**Explanation** | | **Cross curricular writing**<br>**Argument** | | **Cross curricular writing**<br>**Recount/Biography** | | **Cross curricular writing**<br>**Discussion** | | **Cross curricular writing**<br>**Information** | |

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| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Poetry – horror<br>To use moods and feelings in their own poetry. Using examples of poetry from a range of poets the children are to analyse how these are conveyed. To adapt a poem for their own, using the styles and poetic style, extending sentences and substituting elements. | | Poetry - Archaic poetry<br>To look at a range of older poems and suggest what features are used to suggest this. Look at the use of archaic vocabulary and language use. Identify the different styles and patterns used in the poems and experiment using the vocabulary and phrases to write their own using the archaic nature. | | Poetry - performance (dialogue)<br>To look at a speech poem and look at how the poet manipulates words – looking at rhythm, rhyme, assonance. To write their own poems, revise them and perform them. To use expression, intonation and rhythm to express meaning. | | Poetry – story poems<br>To use a narrative poem. To look at the devices used in a narrative poem and children to highlight the different terms that are used within the poem. To use the structure of this poem to write their own extended version, adding in additional verses or substituting their own words and ideas. | | Poetry – fantasy setting<br>To use the class poem and discuss the use of the structure and devices used. Critically comment on the format and repetition and describe and evaluate the impact of the poem used. To look at the language and themes used in the poem and justify opinions. | | Poetry – siblings<br>Humorous poetry. Look at a variety of poems that use humour. To analyse the poems looking at how the poets play with nonsense words and meaning. To create their own humorous poem using styles and structures taught throughout the year. | |
| | Fiction | Non-Fiction | Fiction | Fiction | Fiction | Non fiction | Fiction | Non-Fiction | Fiction | Non-Fiction | Fiction | Non-Fiction |
| **Year 6** | **Text**<br>The Nightmare Man (teachprimary.com Pie Corbett)<br><br>**Genre**<br>Spooky/Horror<br><br>**Focus**<br>Create atmosphere<br><br>**Writing outcome**<br>Spooky story<br><br><br><br>To develop the setting and atmosphere.<br>To write using the correct tense throughout the text.<br>To use expanded noun phrases. | **Text**<br>How to Catch a House Goblin (Pie Corbett modelled texts Y6 book)<br><br>**Genre**<br>Instructional/ humour<br><br>**Focus**<br>Style / vocab<br><br>**Writing outcome**<br>How to Trap a Nightmare Man<br><br>To use organisational devices to structure own writing.<br>To use cohesive devices using adverbials.<br>To use specific vocabulary and structure to convey meaning. | **Text**<br>Alma short film and text<br><br>**Genre**<br>Fantasy<br><br>**Focus**<br>Effective description of character/setting<br><br>**Writing outcome**<br>Fantasy story with effective description<br><br><br>To develop characters using vocabulary and using dialogue.<br>To use variety of grammar and vocabulary to enhance meaning. | **Text**<br>The Caravan<br><br>**Genre**<br>Warning Story<br><br>**Focus**<br>Integrating dialogue to convey character and advance action<br><br>**Writing outcome**<br>Warning Story<br><br><br>To use correct tenses throughout the text to ensure writing reads with cohesion.<br>To develop atmosphere, characters and setting through use of vocabulary and dialogue. | **Text**<br>Slow Writing various images as stimuli<br><br>**Genre**<br><br>**Focus**<br>Using grammar and vocab to change and enhance meaning.<br><br>**Writing outcome**<br>Warning story with effective dialogue<br><br>To use modal verbs to indicate levels of possibility.<br>To select vocabulary and grammar to enhance meaning. | **Text**<br>Marcus Rashford – Biographical writing<br><br>**Genre**<br>Biographies<br>**Focus**<br>Cohesion<br><br>**Writing outcome**<br>Complete a biography of the footballer and public figure.<br><br>To use vocabulary and structure in developing formal writing.<br>To recognise the difference in informal and formal writing. | **Text**<br>The Piano – based on short film stimulus<br><br><br>**Focus**<br>Using passive voice to affect presentation<br>**Writing Outcome**<br><br>First person narrative with flashback. Using vocabulary linked to atmosphere and character.<br><br>To use passive voice to affect the presentation of information. To develop character, atmosphere and setting through the use of developing vocabulary. | **Text**<br>National Geographic magazine Articles<br><br>**Genre**<br>Non- Chronological Report<br><br>**Writing Outcome**<br>Non chronological report on a specific animal<br><br>To use different organisational structures to indicate parenthesis.<br>To recognise vocabulary and structures are used for formal use. | **Text**<br>The Arrival by Shaun Tan<br><br>**Genre**<br>Journey<br><br>**Focus**<br>Using & applying all focuses<br><br>**Writing outcome**<br>Persuasive Letter and a diary entry<br><br>To develop character, setting and atmosphere. To use dialogue in our writing.<br>To use modal verbs. | **Text**<br>Various examples of real life visitor attraction leaflets<br><br>**Genre**<br>Persuasive writing<br><br>**Focus**<br>Securing end of year objectives<br><br>**Writing outcome**<br>Persuasive leaflet for a sweet factory<br><br>Use brackets, dashes and commas to indicate parenthesis commas to clarify meaning and avoid ambiguity<br>Use semi-colons, colons and dashes between independent clauses | **Text**<br>**All models form year 6 – visual stimuli / video clips**<br>**Genre**<br>Variety of different types<br><br>**Focus**<br>Securing end of year objectives<br>**Writing outcome**<br>Free choice fiction write based on favourite topic studied in year 6.<br><br>A range of objectives to be covered based on teacher assessment | **Text**<br>All models from Y6<br><br>**Genre**<br>Variety of genres<br><br>**Focus**<br>Securing end of year objectives<br><br>**Writing outcome**<br>Free choice non-fiction write based on favourite topic studied in Yr 6<br><br>A range of objectives to be covered based on teacher assessment |

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

| | Cross curricular writing Free choice from Y5 | Cross curricular writing Instructions | Cross curricular writing Information | Cross curricular writing Explanation | Cross curricular writing Information | Cross curricular writing Free choice |
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