

# Long Term Writing Plan 2018-2019



<b>Year 1</b>	<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
	<b>Poetry - performance</b>		<b>Poetry - magic theme</b>		<b>Poetry – linked to Jack and the B</b>	
	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>
	<u><b>Text</b></u> The Ginger Bread Man (Pie Corbett Bumper book)	<u><b>Text</b></u> Wanted Poster for The Ginger Bread Man	<u><b>Text</b></u> Magic Porridge Pot (Pie Corbett Bumper book)	<u><b>Text</b></u> Explain how a magic pot works	<u><b>Text</b></u> Jack and The Beanstalk (Pie Corbett Bumper book KS2 Y3 adapt)	<u><b>Text</b></u> How to grow magic beans
	<u><b>Genre</b></u> Traditional tale (repetition)	<u><b>Genre</b></u> Persuasion	<u><b>Genre</b></u> Tale of magic and disaster	<u><b>Genre</b></u> Explanation	<u><b>Genre</b></u> Traditional Tale	<u><b>Genre</b></u> Instructions
	<u><b>Focus</b></u> Sentences	<u><b>Focus</b></u> Description	<u><b>Focus</b></u> Openings and endings	<u><b>Focus</b></u> Punctuation	<u><b>Focus</b></u> Writing for the reader	<u><b>Focus</b></u> Sequencing
	<u><b>Writing outcome</b></u> Write own version of a traditional tale		<u><b>Writing outcome</b></u> Write own tale of magic and disaster		<u><b>Writing outcome</b></u> Write own traditional Tale	
	<b>Cross curricular writing - Lists</b>		<b>Cross curricular writing - Postcards</b>		<b>Cross curricular writing - Invitations</b>	
	<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
	<b>Poetry – linked to Handa</b>		<b>Poetry – monster</b>		<b>Poetry - performance</b>	
	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>
	<u><b>Text</b></u> Handa's Surprise (LB has an electronic copy of this modelled text)	<u><b>Text</b></u> A postcard from Handa	<u><b>Text</b></u> 3 little pigs	<u><b>Text</b></u> Invitation to stay at house	<u><b>Text</b></u> Monkey See Monkey Do (Pie Corbett Bumper book)	<u><b>Text</b></u> Our Trip To...
<u><b>Genre</b></u> Story from another culture	<u><b>Genre</b></u> Post Cards to include a recount <u><b>Focus</b></u> Time words/order	<u><b>Genre</b></u> Beat the monster <u><b>Focus</b></u> Story sequence	<u><b>Genre</b></u> invitations/ <u><b>Focus</b></u> organisation features	<u><b>Genre</b></u> Stories from another culture <u><b>Focus</b></u> Story sequence	<u><b>Genre</b></u> Recount (on school trip) <u><b>Focus</b></u> Accurate sentences	
<u><b>Focus</b></u> Basic punctuation <u><b>Writing outcome</b></u> Write own story from another culture		<u><b>Writing outcome</b></u> Write a story using a similar sequence		<u><b>Writing outcome</b></u> Write own story from another culture		
<b>Cross curricular writing – Persuasion</b>		<b>Cross curricular writing – Explanation</b>		<b>Cross curricular writing - Instructions</b>		

<b>Year 2</b>	<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
	<b>Poetry - action poetry</b>		<b>Poetry - linked to Storm Whale</b>		<b>Poetry – performance</b>	
	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>
	<u><b>Text</b></u> The Papaya That Spoke (Pie Corbett Bumper book)	<u><b>Text</b></u> How to make a fruit salad/ smoothie	<u><b>Text</b></u> Greedy fox	<u><b>Text</b></u> Diary entry from Mr Fox	<u><b>Text</b></u> How the world was made	<u><b>Text</b></u> Report on a planet
	<u><b>Genre</b></u> Fantasy	<u><b>Genre</b></u> Instructional writing	<u><b>Genre</b></u>	<u><b>Genre</b></u> Diary entry	<u><b>Genre</b></u> Story from another culture	<u><b>Genre</b></u> Non chronological report
	<u><b>Focus</b></u> Character actions	<u><b>Focus</b></u> Logical order/ sequencing	<u><b>Focus</b></u> Dialogue	<u><b>Focus</b></u> Punctuation	<u><b>Focus</b></u> structure	<u><b>Focus</b></u> structure
	<u><b>Writing outcome</b></u> Write own fantasy story		<u><b>Writing outcome</b></u> Write own version of a finding tale		<u><b>Writing outcome</b></u> Write own creation story	
	<b>Cross curricular writing – Recount</b>		<b>Cross curricular writing – Information</b>		<b>Cross curricular writing - Explanation</b>	
	<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
	<b>Poetry – fantasy, elves</b>		<b>Poetry – forest, spooky setting</b>		<b>Poetry - performance</b>	
<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	
<u><b>Text</b></u> The Elves and The Shoemaker	<u><b>Text</b></u> Magic Elves	<u><b>Text</b></u> Hansel and Gretel	<u><b>Text</b></u> The life cycle of witch	<u><b>Text</b></u> How The Tortoise Got His Shell (Pie Corbett Bumper book)	<u><b>Text</b></u> Invented short burst writing	
<u><b>Genre</b></u> Traditional Tale	<u><b>Genre</b></u> Information	<u><b>Genre</b></u> Beat the Monster	<u><b>Genre</b></u> Explanation	<u><b>Genre</b></u> Warning Tale	<u><b>Genre</b></u> Variety of genres	
<u><b>Focus</b></u> Endings	<u><b>Focus</b></u> Accurate sentences	<u><b>Focus</b></u> Setting	<u><b>Focus</b></u> Paragraphing	<u><b>Focus</b></u> Exclamation sentences	<u><b>Focus</b></u> Securing end of year objectives	
<u><b>Writing outcome</b></u> Write own version of a traditional tale		<u><b>Writing outcome</b></u> Write own beat the monster tale		<u><b>Writing outcome</b></u> Write own warning Tale		
<b>Cross curricular writing – Instruction</b>		<b>Cross curricular writing – Diary</b>		<b>Cross curricular writing – Non chronology</b>		

<b>Year 3</b>	<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
	<b>Poetry - mystical animals</b>		<b>Poetry - action poetry</b>		<b>Poetry – spooky</b>	
	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>
	<u>Text</u> The Mystery of the Hare and the Moon (Pie Corbett bumper book)	<u>Text</u> Unicorns (Writing Models Y3 Pie Corbett)	<u>Text</u> Kassim and the greedy dragon	<u>Text</u> A great explorer (linked to dragons/beasts.)	<u>Text</u> The Thing In The Basement (Michaela Morgan)	<u>Text</u> Radio advert – school basement safety
	<u>Genre</u> Folk Tale	<u>Genre</u> Non chronological report / information text	<u>Genre</u> Warning story	<u>Genre</u> Biography (recount)	<u>Genre</u> Finding tale	<u>Genre</u> Persuasion/information
	<u>Focus</u> Setting	<u>Focus</u> Paragraphing	<u>Focus</u> Description	<u>Focus</u> Varying sentence structures	<u>Focus</u> Creating suspense	<u>Focus</u> Vocab
	<u>Writing outcome</u> New folk tale		<u>Writing outcome</u> Warning story		<u>Writing outcome</u> Finding tale	
	<b>Cross curricular writing – Explanation</b>		<b>Cross curricular writing – Recount</b>		<b>Cross curricular writing - Instructions</b>	
	<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
	<b>Poetry – Characters</b>		<b>Poetry – dialogue</b>		<b>Poetry - legends</b>	
<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	
<u>Text</u>	<u>Text</u>	<u>Text</u>	<u>Text</u>	<u>Text</u>	<u>Text</u>	
<u>Genre</u> Lost property (will need to simplify)	Letter about Hare and Tortoise’s race Adapted to lost property	Reilly (Pie Corbett Y4 modelled texts)	How to trap a troll (year 3 text model book)	Why the sky is so high (Pie Corbett Bumper book)	Why the...is...	
<u>Focus</u> Writing a narrative with a clear structure	<u>Genre</u> Recount letter	<u>Genre</u> Fantasy/Fairy Tale	<u>Genre</u> Instructions	<u>Genre</u> Legend	<u>Genre</u> Explanation	
<u>Writing outcome</u> Losing Tale	<u>Focus</u> Tone of voice	<u>Focus</u> Dialogue	<u>Focus</u> Organisation	<u>Focus</u> Strong openings and endings	<u>Focus</u> Use a range of sentences with more than one clause	
		<u>Writing outcome</u> Write own fantasy story		<u>Writing outcome</u> Why the ... is... story		
<b>Cross curricular writing – No chronological report</b>		<b>Cross curricular writing – Biography/recount</b>		<b>Cross curricular writing – Persuasive information</b>		

Year 4	<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
	<b>Poetry - characters</b>		<b>Poetry - fantasy setting</b>		<b>Poetry – Fairytale</b>	
	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>
	<u><b>Text</b></u> Hamelin (Pie Corbett Bumper book)  <u><b>Genre</b></u> Folk Tale  <u><b>Focus</b></u> Opening/endings  <u><b>Writing outcome</b></u> New Hamelin story	<u><b>Text</b></u> How the Pied Piper works his magic (Use How to keep a teacher happy as model? (year 4 model text book)  <u><b>Genre</b></u> Instructions  <u><b>Focus</b></u> Paragraphing with linked sentences	<u><b>Text</b></u> Elf road Or Pie Corbett’s Elf Road (online)  <u><b>Genre</b></u> Portal  <u><b>Focus</b></u> Setting  <u><b>Writing outcome</b></u> Portal story	<u><b>Text</b></u> How the elves use their magic.  <u><b>Genre</b></u> Explanation  <u><b>Focus</b></u> Vocab	<u><b>Text</b></u> Twisted Fairy Tale (Little Red Riding Hood Bumper book or The Three Little Pigs)  <u><b>Genre</b></u> Change tale  <u><b>Focus</b></u> Writing a narrative with a clear structure  <u><b>Writing outcome</b></u> Own twisted fairy tale	<u><b>Text</b></u> <b>A letter about Hare and tortoise race (uplevelled from year 3 text model book)</b>  <u><b>Genre</b></u> Persuasive letter  <u><b>Focus</b></u> Persuasive language
	<b>Cross curricular writing – Persuasive letters</b>		<b>Cross curricular writing – Newspaper reports/recount</b>		<b>Cross curricular writing – Book review</b>	
	<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
	<b>Poetry – Suspense</b>		<b>Poetry – animals</b>		<b>Poetry - wishing</b>	
	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>
	<u><b>Text</b></u> The caravan  <u><b>Genre</b></u> Warning tale  <u><b>Focus</b></u> Suspense  <u><b>Writing outcome</b></u> Warning tale	<u><b>Text</b></u> Tornado destroys local houses (Year 4 model text book)  <u><b>Genre</b></u> Newspaper report  <u><b>Focus</b></u> Using organisation devises	<u><b>Text</b></u> Lost and found adapted  <u><b>Genre</b></u> Losing tale  <u><b>Focus</b></u> Character description  <u><b>Writing outcome</b></u> Losing tale	<u><b>Text</b></u> Reading spine book review  <u><b>Genre</b></u> Book review  <u><b>Focus</b></u> Vocab chosen to interest reader. Developing a writer’s voice	<u><b>Text</b></u> The King of the Birds (Pie Corbett Bumper book)  <u><b>Genre</b></u> Wishing tale  <u><b>Focus</b></u> Dialogue  <u><b>Writing outcome</b></u> Wishing tale	<u><b>Text</b></u> Should all wishes come true?  <u><b>Genre</b></u> Discussion  <u><b>Focus</b></u> Paragraphing with linked sentences
	<b>Cross curricular writing – Instruction</b>		<b>Cross curricular writing – Explanation</b>		<b>Cross curricular writing – Persuasive language</b>	

<b>Year 5</b>	<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
	<b>Poetry - Tell me a dragon</b>		<b>Poetry - space</b>		<b>Poetry – The Highwayman</b>	
	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>
	<u><b>Text</b></u> The Cobbler of Krakow (Pie Corbett bumper book Y6 story)  <u><b>Genre</b></u> Beat the monster story  <u><b>Focus</b></u> Openings & endings  <u><b>Writing outcome</b></u> Beat the monster story	<u><b>Text</b></u> Here be dragons  <u><b>Genre</b></u> Explanation  <u><b>Focus</b></u> Precise vocab	<u><b>Text</b></u> How night came Year 5 bumper book  <u><b>Genre</b></u> Myths and Legends  <u><b>Focus</b></u> Suspense/action  <u><b>Writing outcome</b></u> Myth	<u><b>Text</b></u> Will the sun keep shining? Adapt year 5 bumper book  <u><b>Genre</b></u> Persuasive writing  <u><b>Focus</b></u> structures	<u><b>Text</b></u> The Highwayman (Alfred Noyes)  Silius (historical stories section in Y4 writing models book)  <u><b>Genre</b></u> Historical Narrative  <u><b>Focus</b></u> Descriptive Writing/vocab  <u><b>Writing outcome</b></u> The story of the poem	<u><b>Text</b></u> About Highwaymen  <u><b>Genre</b></u> Information  <u><b>Focus</b></u> Cohesion - paragraphing
	<b>Cross curricular writing – Discussion</b>		<b>Cross curricular writing – Instructions</b>		<b>Cross curricular writing – Discussion</b>	
	<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
	<b>Poetry – Alien</b>		<b>Poetry – Desert Island</b>		<b>Poetry - Dreams</b>	
	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>
	<u><b>Text</b></u> Alien’s landing  <u><b>Genre</b></u> Finding  <u><b>Focus</b></u> Integrate dialogue to convey character  <u><b>Writing outcome</b></u> Short writes demonstrating effective use of dialogue	<u><b>Text</b></u> How to catch an alien-ship  <u><b>Genre</b></u> Instructions  <u><b>Focus</b></u> Well-chosen detail to interest the reader	<u><b>Text</b></u> Time slip scarab  <u><b>Genre</b></u> Journey  <u><b>Focus</b></u> Description  <u><b>Writing outcome</b></u> Portal story	<u><b>Text</b></u> Should Daleks be allowed to live on earth?  <u><b>Genre</b></u> Discussion  <u><b>Focus</b></u> Viewpoint	<u><b>Text</b></u> The King of the Fishes (Pie Corbett Y3 modelled writes but adapt)  <u><b>Genre</b></u> Wishing  <u><b>Focus</b></u> Emotive writing	<u><b>Text</b></u> Invented short burst writing  <u><b>Genre</b></u> Variety of genres  <u><b>Focus</b></u> Securing end of year objectives
	<b>Cross curricular writing – Explanation</b>		<b>Cross curricular writing – Persuasive writing</b>		<b>Cross curricular writing – Information</b>	

<b>Year 6</b>	<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
	<b>Poetry - The poem imagines a horror film</b>		<b>Poetry - fantasy characters</b>		<b>Poetry – Fantasy setting</b>	
	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>
	<u>Text</u> The Nightmare Man (Pie Corbett)	<u>Text</u> How to Trap a Nightmare Man (Pie Corbett) Based on How to trap an ogre	<u>Text</u> Holes (Louis Sachar)	<u>Text</u> Holes	<u>Text</u> Weslandia (Paul Fleischman)	<u>Text</u> Is Weslandia a good place to live?
	<u>Genre</u> Spooky/Horror	<u>Genre</u> Instruction/humour	<u>Genre</u> Change	<u>Genre</u> Biography	The Blue Fish (Pie Corbett bumper book)	<u>Genre</u> Discussion <u>Focus</u> Precise vocab
	<u>Focus</u> Create atmosphere	<u>Focus</u> Style / vocab	<u>Focus</u> Description, emotive writing	<u>Focus</u> Cohesion across paragraphs	<u>Genre</u> Rags to riches	
	<u>Writing outcome</u> Spooky story		<u>Writing outcome</u> Flashback		<u>Focus</u> Cohesion/structure	
					<u>Writing outcome</u> Sequel	
	<b>Cross curricular writing – Biography</b>		<b>Cross curricular writing – Persuasive information</b>		<b>Cross curricular writing – Biography</b>	
	<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<b>Poetry – Lonely place</b>		<b>Poetry – Performance</b>		<b>Poetry - Journeys</b>		
<b>Fiction</b>	<b>Non-Fiction</b>	<b>Revision of grammar, punctuation, spelling and reading skills to prepare for SAT tests</b>  <b>Daily short burst writing linked to grammar revision</b>		<b>Fiction</b>	<b>Non-Fiction</b>	
<u>Text</u> Jack O’Lantern / (Pie Corbett modelled texts y6 book)	<u>Text</u> Travel brochures for key settings			<u>Text</u> Thog’s journey (Pie Corbett)	<u>Text</u> Invented short burst writing	
<u>Genre</u> Journey/fantasy	<u>Genre</u> Persuasive information			<u>Genre</u> Journey	<u>Genre</u> Variety of genres	
<u>Focus</u> Integrate dialogue and advance the action	<u>Focus</u> Style / vocab			<u>Focus</u> Style/vocab	<u>Focus</u> Securing end of year objectives	
<u>Writing outcome</u> Fantasy/journey story				<u>Writing outcome</u> Narrative – free choice		
<b>Cross curricular writing – Instructions</b>		<b>Cross curricular writing –</b>		<b>Cross curricular writing – Free choice</b>		