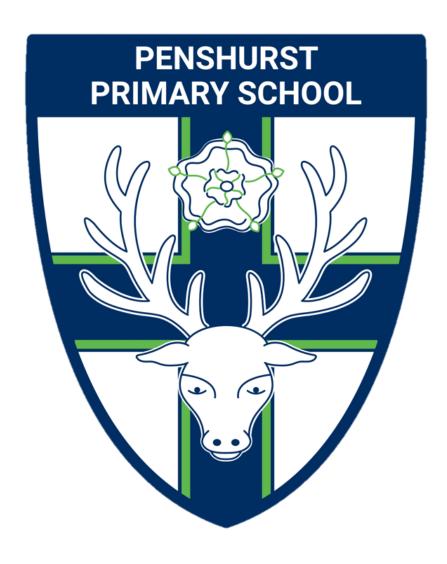
## **Penshurst Primary School**

## Writing Long Term Plan





Year 1	Writing	Long 7	Гerm	Pl	an
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Year 1 Writing Long	J Term Plan							
	<b>Autur</b> It's Never D		Juddler		Autumn 2  Dinosaurs  Dinosaurs			
	Read W	rite Inc			Read Write Inc			
	Sprir	ng 1	POTENT WOODER CLASSICE	Spring 2				
	Winnie th	ne Pooh	• Winnie-the-Poch		Down on the Farm	GIANT A Minate of the state of		
	Read W			Read Write Inc		Recount		
Summer 1  Who's Afraid of the Big Bad Wolf?				Oh We Do	Summer 2  Oh We Do Like To Be Beside The Seaside			
Nar	rative	Report		Instructions / Explanation		Narrative		
Narrative – predictable phrasing	Success Criteria: - A main character - Events in the right order - Use predictable phrasing like 'I'll huff and I'll puff' - Use conventions of stories such as 'three wishes'							
Fairy Tale		g, a middle and an end	hanging a key elem	ent such as pigs to dinosaurs				
Instructions	Success Criteria: - A goal/title - Include a question - A sentence for the - At least two steps							
Recount	Success Criteria: - Events in the right order - Include people and places - Past tense - Using joining words like 'and'							
Report	Success Criteria: - Heading/s - Information about a topic - Past tense							
Explanation	Success Criteria:  - Writing in the present tense  - Use sub-headings  - Vocabulary related to the topic  - Diagrams with labels or pictures with captions							
Poetry - Acrostic	Success Criteria: - The first letters of each line are aligned vertically to form a word - The word is often the subject of the poem							

Year 2 Writing Lor	ng Term Plan						
Autumn 1  Run Rabbit Run!						umn 2 ark House	The OW! Who was Afraid of the Durk  Till Iomitation Amounts
Ins	structions		rative (Traditional Tale)		Non-chronological Narrative (Story Setting)		
Spring 1  Ahoy me Hearties!					Spring 2  Her Majesty		
Diary	Expl	anation	Narrative (Story Setting)		Historic	al Recount	
Summer 1  Down at the Bottom of the Garden		Summer 2  Down at the Bottom of the Garden					
Persi	uasive Letter		Narrative	•	Recount	Naı	rative
	Success Criteria:						
Narrative	- A main character  - Use story language - Opening, something happens, events to sort it out, ending			-	Events in the right order  Use conventions of stories such as 'thre	e wishes'	
Story Setting	- Reading informs their vocabulary in the setting			-	Using a wide range of Year 2 grammar		
Traditional Tales	- Events: a traditional beginning, setting, middle and an end raditional Tales -				Old fashioned language that reflects the Describe a character (big, bad wolf) - tale and, if required, changing a key eler	Following the story	of an existing fairy
Explanation	- Structure of an expla	anation i.e. title, pa	ragraphs	-	- Technical vocabulary		
Recount	Recount - Events in chronological order to tell the story of what happened				Past tense		
Non-chronological Report				<ul> <li>Information about a topic</li> <li>An opening and closing sentence</li> </ul>			
Instructions	- A goal/title			-	Include a question in the introduction Numbered steps		
Persuasion	- A list (without bullet points) of the equipment/materials - Reasons for or against something  First and/or second person			-	A opening and closing sentence		
Poetry - Cinquain	- First and/or second person - Cinquains have five lines - Line 2: Description two words - Line 4: Feeling (phrase) four words			- - -	Line 1: Title (noun) one word Line 3: Action three words Line 5 Title (synonym of line 1) one word	d.	

**Year 3 Writing Long Term Plan** 

Year 3 Writing Lon	ng Term Plan					
	Autumn 1 Revolting Children	ROALD DAHL MATILDA	Vola	Autumn 2  atile Volcanoes		
Narrative (Cha	aracter Description)	Recount	Instructions	Narrative (Story Setting)		
	Spring 1 Ee By Gum	Ted Hughes the Iron		Spring 2 Keep Swimming		
N	arrative	Balanced Argument	Narrative	Persuasion		
	Summer 1  Deepest Darkest Peru	A BEAR CALLED PADDINGTON	Summer 2 Who Let the Gods Out?			
N	arrative	Newspaper	Myth (Narrative)	Non-chronological Report		
Myths	Success Criteria: - Include a hero, a villain (monster) Four main sections to my myth: ir		- A detailed description of the setting e.g. Water/land describing the potential dangers and places of safety			
wytns		dertaken and the resolution of the problem		and dangers and places of safety		
Playscript	A description of each scene (whe     A new line whenever a new chara-	n/where it is set)	- The names of characters on the left	<ul> <li>The names of characters on the left hand side followed by a colon</li> <li>Stage directions in brackets</li> </ul>		
Story settings	<ul><li>Reading informs their vocabulary</li><li>Interesting vocabulary to describe</li></ul>	in the setting the sights, sounds and smells a characte	- Using a wide range of Year 3 gramn	nar		
Narrative	<ul><li>Events in the right order</li><li>Clarify the genre you are writing</li></ul>		<ul><li>Opening, build up, problem and reso</li><li>Dialogue</li></ul>	olution		
Newspaper Report	<ul><li>Heading</li><li>Past tense</li><li>Paragraphs</li></ul>		<ul> <li>Information about a topic</li> <li>Orientation and reorientation</li> <li>A direct quote</li> </ul>			
Non-chronological Report	<ul><li>Heading and subheadings</li><li>Technical vocabulary</li><li>Paragraphs</li></ul>		<ul> <li>Information about a topic</li> <li>Introduction and conclusion</li> <li>Fact box</li> </ul>			
Persuasion	<ul><li>Reasons for or against something</li><li>First and/or second person</li></ul>		<ul><li>An introduction and conclusion</li><li>Rhetorical question</li></ul>			
Balanced Argument	- Equal number of reasons for and - Third person	against a topic	- Rhetorical questions	·		
Instructions	- Closing sentence	e equipment/materials – perhaps use a tab	ole - Numbered steps	<ul> <li>A short introduction</li> <li>Numbered steps</li> </ul>		
Explanation	- Question as a title - Technical vocabulary		- Structure of an explanation i.e. title,	, paragraphs		
Recount/Diary	<ul><li>Events in chronological order</li><li>Can include dialogue if wanted</li></ul>		<ul><li>Past tense</li><li>First person</li></ul>			
Poetry - Quatrain	<ul><li>Quatrains are made up of four line</li><li>They are often silly</li></ul>	es	- The rhyming pattern can be AABB o	or ABAB		

Year 4 Writing Long Term Plan

	<b>Autu</b> The Boy in	mn 1  the Dress  DRESS  DRESS		eolate Room		
N	larrative	Explanation	Newspaper	Narrative		
	<b>Spri</b> Tomb	ng 1 Raider	Spi The Lion, the Wit	ring 2 tch & the Wardrobe		
	Diary	Narrative (Short Suspense Story)	Balanced Argument	Alternative Fairytale (Narrative)		
	<b>Sum</b> r Disa	tie Wonderful Wizard of Oz	Summer 2  Amazing Amazon  BOOK			
Persu	asive Letter	Narrative (Adventure Story)	Narrative	Non-chronological Report		
	Success Criteria:					
Playscript	-	scene (when/where it is set) new character speaks	<ul> <li>The names of characters on the stage directions in bracket</li> </ul>	<ul> <li>The names of characters on the left hand side followed by a colon</li> <li>Stage directions in bracket</li> </ul>		
Alternative Fairy Tale	- Dialogue	eginning, setting, middle and an end an existing fairy tale and changing an element to	<ul> <li>Opening, build up, problem and</li> <li>Describe a main character and</li> </ul>	<ul> <li>Opening, build up, problem and resolution</li> <li>Describe a main character and a villain</li> </ul>		
Narrative	<ul><li>Events in the right order</li><li>Create a setting, chara</li><li>Dialogue</li></ul>		<ul> <li>Opening, build up, problem and</li> <li>Clarify the genre you are writing</li> </ul>			
Diary	<ul><li>Events in chronologica</li><li>Include dialogue</li></ul>	al order	- Past tense - First person			
Instruction	- A goal/title - A bullet point list for m	naterials/equipment	<ul><li>An introduction</li><li>Numbered, detailed steps</li></ul>			
Explanation	<ul><li>Question as a title</li><li>Technical vocabulary</li></ul>		- Structure of an explanation i.e - Diagram/illustration/flowchart			
Newspaper Report	<ul> <li>Heading</li> <li>Information about a to</li> <li>Orientation and reorien</li> <li>Direct quotes – possibility</li> </ul>	ntation	- Byline - Past tense - Paragraphs - Picture and caption			
Persuasion	- Reasons for or agains - First and/or second pe - Use AFORREST techni	t something erson	- An introduction and conclusio - Rhetorical question	n		
Balanced Argument	<ul><li>Equal number of reason</li><li>Paragraphs</li></ul>	ons for and against a topic	<ul> <li>An introduction and conclusio</li> <li>Rhetorical questions</li> </ul>	n		
Non-chronological Report	<ul><li>Heading and subhead</li><li>Technical vocabulary</li><li>Paragraphs</li><li>Diagram and labels</li></ul>	ings	<ul> <li>Information about a topic</li> <li>Introduction and conclusion</li> <li>Fact box</li> </ul>			
Poetry - Limerick	- A limerick has five line	es s three and four rhyme	- The last words of line one, two	o and five rhyme rn of stressed and unstressed syllables		

The last words of lines three and four rhyme

The last words of line one, two and five rhyme
A limerick has to have a pattern of stressed and unstressed syllables

	- Written in past tense	- Summarises the events of a person's life
Biography	- Used third person pronouns	- Can include direct/indirect quotes
	- Events are anecdotal and engage the reader	- Include cohesive devices to link paragraphs and ideas

Year 5 Writing Lo						
	<b>Autur</b> You're a	HMRYFOLTER		Autumn 2  Out of this World  GEORGES  STEPHEN HAWKING  STEPHEN HAWKING  STEPHEN HAWKING  STEPHEN HAWKING  STEPHEN HAWKING		
Ins	structions	Narrative	No	n-chronological Report		Narrative (Adventure Story)
	Sprir Journey to	o Jo'burg			Spring 2 Cogheart	COCHEART PETER BUNZI
<u> </u>	Narrative	Balanced Argument		Newspaper		Narrative (Quest Story)
	Sumn The Great A	2/16			Summer 2 Secret Agent	New Bond, June Bond, J
	Diary	Narrative	Exp	lanation or Persuasion		Narrative
Alternative Fairy Tale	<ul><li>Dialogue</li><li>Describe a main characte</li></ul>	nning, setting, middle and an end er and a villain existing fairy tale and changing an element		ning, build up, problem an	d resolution	
Narrative	- Convey mood through fig	urative language to create suspense/ paragraph the story in a m and resolution	- Ever different order to crea - Crea	nts in the right order te mystery nte a setting, character/s a ogue	and plot	
Quest Story	<ul><li>Include a hero, a villain (n</li><li>A detailed description of</li></ul>	nonster), a quest and a moral the setting e.g. Water/land describing the p duction to the characters; problem to overce	- Ever otential dangers and p	nts in the right order aces of safety	e problem	
Recount/Diary	<ul><li>Introduction outlining the</li><li>Use a consistent formal of</li><li>Past tense</li></ul>		- Con	onological order clusion referring to feeling ude dialogue	gs and the opening	
Explanation	<ul> <li>Clear purpose (question a</li> <li>Logical, chronological ste</li> <li>Sub-headings if required</li> <li>Diagram/illustration/flow</li> </ul>	·	- Para	oduction Igraphs to organise ideas Innical vocabulary		
Persuasion	- Idea/thesis	do' using imperative verbs	- Reas	erences in formality for dif sons for or against somet and/or second person AFORREST techniques		
Instructions	- A goal/title - An introduction, appropriately pitched - Materials / equipment needed listed using bullet points - Sequenced steps in chronological order - Diagrams or illustrations					
Newspaper Report	<ul><li>Heading</li><li>Information about a topic</li><li>Orientation and reorienta</li></ul>			ne : tense ngraphs		

	- Direct and reported speech	- Picture and caption
	- Heading and subheadings	- Information about a topic
Non-Chronological	- Technical vocabulary	- Introduction and conclusion
Report	- Paragraphs	- Fact box
	- Diagram and labels	
	- Title as a question	<ul> <li>Introduction including the reason for discussion and a preview of the arguments</li> </ul>
Balanced Argument	- Arguments for analysed for evidence	- Arguments against analysed for evidence
Daidiiceu Arguilleiit	- Formality as appropriate for audience	- Present tense used in most cases
	- Summary- what is your opinion?	- Third person
Comparison	- Introduce the topic	- Compare and contrast key details
Companson	- Paragraphs	- Conclusion
	- Retell an event in history, in the news, or in your life as a ballad	- You will want the ballad to rhyme
Poetry - Ballad	- You may copy the style of other poets	- It follows a form of rhymed quatrains
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**Year 6 Writing Long Term Plan** Autumn 1 Autumn 2 Right to Fight A Million Dreams **Narrative (Suspense Story) Narrative (Adventure Story)** Instructions **Diary** Spring 1 Spring 2 LOUIS SACHAR Romeo, Romeo The Girl of Ink & Stars holes Narrative (Modern Adaptation Twist) Narrative (Dialogue Story) Newspaper Summer 1 Summer 2 Secondary Ready Secondary Ready **Explanation or Balanced Argument Persuasive Letter Narrative Narrative Success Criteria:** Byline Heading Information about a topic Past tense **Newspaper Report** Orientation and reorientation Paragraphs Picture and caption Direct and reported speech A detailed introduction, appropriately pitched A goal/title Further detail added to the lists using relative clauses and parenthesis Materials / equipment needed listed using bullet points Instructions Sequenced steps in chronological order Top tip/ warning included Heading and subheadings Information about a topic Technical vocabulary Non-chronological Introduction and conclusion Paragraphs Fact box Report Diagram and labels Include a hero, a villain (monster), a quest and a moral Events in the right order A detailed description of the setting e.g. Water/land describing the potential dangers and places of safety **Quest Story** Four main sections: introduction to the characters; problem to overcome; journey undertaken and the resolution of the problem A magical element such as an object or a wizard Title as a question Introduction including the reason for discussion and a preview of the arguments Arguments for analysed for evidence Arguments against analysed for evidence **Balanced Argument** Formality as appropriate for audience Present tense used in most cases Summary- what is your opinion? Third person Introduction outlining the event Chronological order

Use appropriate vocabulary for the audience

Differences in formality for different occasions

Reasons for or against something

First and/or second person

Use AFORREST techniques

Paragraphs to organise ideas

**Detailed introduction** 

Write from a unique perspective i.e. a ghost for GDS

Past tense

Use a consistent formal or informal tone

An introduction and conclusion

Logical, chronological steps

Clear purpose (question as the title)

Include dialogue

Rhetorical question

Idea/thesis

Conclusion referring to feelings and the opening

Imply that this is a 'must do' using imperative verbs

Diary

Persuasion

**Explanation** 

	- Sub-headings if required	- Technical vocabulary
	- Diagram/illustration/flowchart to aid the explanation	
Poetry - Autobiographical	Write a poem about yourself using the form below:  - Line one: name  - Line three: Brother or sister of/ Son or daughter of  - Line five: Who feels about one emotion about one thing  - Line seven: Who gives, and three objects that you share  - Line nine: Who'd like to see (one place or person)  - Line eleven: A student of (your school or teacher's name)	<ul> <li>Line eight: Who fears, and</li> <li>Line ten: Who dreams of (one item or idea)</li> <li>Line twelve: Nickname or repeat your first name</li> </ul>
Poetry- Sonnet	<ul> <li>English sonnets consist of 14 lines; three, four line stanzas accompanied by a t</li> <li>The rhyming scheme for an English sonnet is: abab, cdcd, efef, gg.</li> </ul>	two line closing stanza
Narrative	<ul> <li>Convey mood through figurative language         Can include a flashback to create suspense/ paragraph the story in a different of the control o</li></ul>	<ul> <li>Create a setting, atmosphere, character/s and plot</li> <li>Dialogue to convey character and advance the action</li> </ul>