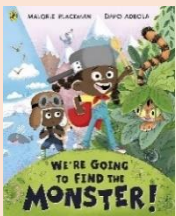



St. Peter's– Long Term English Writing Overview

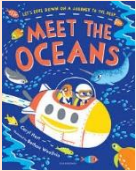


Year 1 Long Term Plan

	Text		Narrative outcome	Non-Fiction outcome	Grammar	Poetry (1 week)	Curriculum Writing
					<i>Note: spelling and handwriting statements should be focused on during every unit.</i>		
1	 We're Going to Find the Monster Malorie Blackman	Katie In London James Mayhew	Oral Re-telling <i>'Linked to We're Going to Find the Monster'</i> Sequence pictures and write simple sentences about the story	Writing to Inform: Captions and Labels Write captions and labels linked to London and <i>'Katie in London'</i>	Compose a sentence orally before writing it. Write linked sentences after discussion with teacher.	Teachers' Choice-modern Mon & Tues: exploring the poem Wed & Thurs: writing and editing/revising Fri: sharing	
			Setting focus: <ul style="list-style-type: none"> Say where the story is taking place Make simple statements about the setting 				
2	 Stardust Jeanne Willis	The Boy with Flowers in His Hair Jarvis	Retelling: Sequence and retell the story (<i>Linked to 'Stardust'</i>)	Writing to Inform: Fact file What makes me special. (<i>Linked to 'The Boy with Flowers in his Hair' and PSHE</i>)	Use many capital letters used accurately at the start of sentences. Use many full stops used accurately at the end of sentences. Use and to join words e.g. <i>The dragon was huge and angry and scary.</i>		Writing to Inform: Captions and Labels
			Plot focus: <ul style="list-style-type: none"> Series of linked sentences Imitation of known stories Clear opening and closing sentence 				

St. Peter's– Long Term English Writing Overview


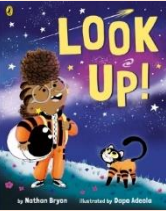
3		Flooded Mariajo Ilustrajo	Retelling: Sequence and retell the story <i>(Linked to 'Flooded')</i>	Writing to Inform: Recount Postcard from Scotland <i>(Linked to 'No Such Thing as Nessie')</i>	Begin to punctuate sentences using question marks. Use present and past tense with some accuracy. Some use of capital letters for proper nouns (link to non-fiction)		Writing to Inform: Fact file
		No Such Thing as Nessie! Chani McBain	Character focus: <ul style="list-style-type: none"> Include characters in narrative writing, drawing from shared reading Use simple descriptions 	Features: <ul style="list-style-type: none"> Simple present tense Third person Relevant vocabulary 			
4		The Queen Next Door Marcela Ferreira	Setting Description: I can see... <i>(Linked to 'The Queen Next Door')</i>	Writing to Inform: Letter Thank you letter from the king to someone who has helped build the castle (choose one of the workers from the book) <i>(Linked to 'Castle the King Built')</i>	Use and to join clauses e.g. <i>The dragon was huge and it breathed fire.</i> Consistently use capital letter for 'I' and their own name		
		The Castle the King Built Rebecca Colby	Setting focus: <ul style="list-style-type: none"> Say where the story is taking place Make simple statements about the setting 	Features: <ul style="list-style-type: none"> Simple past tense Chronological order First person 			
5		Emma Jane's Aeroplane Katie Haworth	Additional Section: Write a section for visiting Chippenham (follow the structure and pattern of other places from the book) <i>(Linked to 'Emma Jane's Aeroplane')</i>	Writing to Argue: Persuasion Simple invitation to join the submarine adventure through the oceans.	Begin to punctuate sentences using exclamation marks.		

St. Peter's– Long Term English Writing Overview

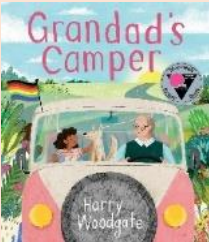
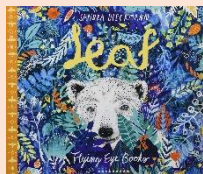
		Meet the Oceans Caryl Hart		(Linked to 'Meet the Oceans')	Begin to punctuate sentences using question marks.		
			Language features focus:	Features:	Spell the days of the week (link to non-fiction)		
			<ul style="list-style-type: none"> Use the power of 3 with <i>and</i> (e.g. <i>He walked and he walked and he walked.</i>) Imitate simple recurring language from known stories (e.g. <i>He huffed and he puffed.</i>) 	<ul style="list-style-type: none"> Simple present tense Second person (you) Simple descriptive language 			
6	 	Tom's Magnificent Machine Linda Sarah	Retelling: Sequence and retell the story (Linked to 'Tom's Magnificent Machine')	Writing to Explain: Instructions How to build... (could link to something they build in topic or could link to building a home)	Explore how the prefix un- changes the meaning of verbs and adjectives e.g. <i>kind and unkind, wrap and unwrap.</i>		Writing to Argue: Persuasion
		Building a Home Polly Faber	Plot focus:	Features:	Recap any grammar which is not secure	Teachers' Choice- classic Mon & Tues: exploring the poem Wed & Thurs: writing and editing/revising Fri: sharing	
			<ul style="list-style-type: none"> Series of linked sentences Imitation of known stories Clear opening and closing sentence 	<ul style="list-style-type: none"> Follow and give oral instructions Create picture instructions Appropriate title (e.g. How to...) Simple present tense Second person (you) 			

St. Peter's– Long Term English Writing Overview


Year 2 Long Term Plan

Text		Narrative outcome	Non-Fiction outcome	Grammar	Poetry (1 week)	Curriculum Writing
				<i>Note: spelling and handwriting statements should be focused on during every unit.</i>		
1	 <p>Lila and the Secret of the Rain David Conway Conway</p>	<p>Retelling Whole story</p>	<p>Writing to Explain: Instructions How to make it rain (fictional- link to the steps in the book)</p>	<p>Year 1 Recap: Demarcate many sentences with a capital letter and a full stop. Use question marks mostly correctly. Use capital letters for proper nouns. Use 'and' to join words and simple sentences. Y2 Write sentences with different forms: commands (link to non-fiction)</p>	<p>Teachers' Choice-modern Mon & Tues: exploring the poem Wed & Thurs: writing and editing/revising Fri: sharing</p>	<p>Writing to Explain: Instructions</p>
		<p>Plot focus:</p> <ul style="list-style-type: none"> Plan and write stories with a simple beginning, middle and end Write endings that resolve the problem and conclude the story 	<p>Features:</p> <ul style="list-style-type: none"> Chronological order Equipment or material list (if appropriate) Organisation using bullet points/ numbers Imperative verbs Final evaluative statement 			
2	 <p>Look Up! Nathan Bryon</p>	<p>Alternative viewpoint Jamal's point of view (same events) <i>Simple retelling for struggling learners</i></p>	<p>Writing to Argue: Persuasion Write a persuasive letter to encourage people to visit the park for the meteor shower</p>	<p>Use noun phrases to describe and specify. Write sentences with different forms: statements</p>		<p>Writing to Explain: Instructions</p>

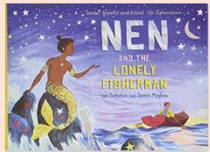
St. Peter's– Long Term English Writing Overview

			<p>Character focus:</p> <ul style="list-style-type: none"> • Include characters in narrative writing, drawing from shared reading • Use simple descriptions 	<p>Features:</p> <ul style="list-style-type: none"> • Clear viewpoint • Opening that sums up the main point • Strong, positive words and phrases 	<p>Use a range of co-ordination (<i>refer to grammar progression document</i>)</p>	
3		<p>Grandad's Camper Harry Woodgate</p>	<p>Alternative Setting Write an additional section where the girl and her Grandad drive through Chippenham</p>	<p>Writing to Inform: Recount Diary entry from the Grandad's point of view. (Could write from the girl's point of view for a simpler task)</p>	<p>Use a range of subordination (<i>refer to grammar progression document</i>)</p>	<p>Writing to Argue: Persuasion</p>
			<p>Setting focus:</p> <ul style="list-style-type: none"> • Describe key elements of the place • Describe what can be seen • Use noun phrases to support description 	<p>Features:</p> <ul style="list-style-type: none"> • Opening that sets the scene • Adverbs for time • 5Ws: Who? What? Why? When? Where? • Expanded noun phrases to add interest • Simple closing statement 	<p>Use present (fiction unit) and past tense mostly correctly and consistently.</p> <p>Use some features of standard written English (link to correct use of irregular past tense verbs).</p>	
4		<p>Leaf Sandra Dieckmann</p>	<p>Alternative Character Change the polar bear</p>	<p>Writing to Inform: Recount Letter from the polar bear (or replacement character from fiction unit) to a family member at home, recounting the events that take place in the book and how the character feels</p>	<p>Write sentences with different forms: questions</p> <p>Demarcate most sentences in their writing with question marks correctly when required.</p>	<p>Writing to Inform: Recount</p>

St. Peter's– Long Term English Writing Overview


			<p>Character focus:</p> <ul style="list-style-type: none"> • Include characters in narrative writing, drawing from shared reading • Use simple descriptions 	<p>Features:</p> <ul style="list-style-type: none"> • Opening that sets the scene • Adverbs for time • 5Ws: Who? What? Why? When? Where? • Expanded noun phrases to add interest • Simple closing statement 	<p>Use a variety of simple pronouns.</p> <p>Commas to separate items in a list.</p>		
5		<p>The Proudest Blue Ibtisaj Muhammad Muhammad</p>	<p>Alternative Viewpoint: Retell from Asiya's perspective</p>	<p>Writing to Argue: Persuasion Letter to the school bullies to make them consider their actions</p>	<p>Write sentences with different forms: exclamations</p> <p>Demarcate most sentences in their writing with exclamation marks correctly when required.</p> <p>Start to use the progressive form of verbs e.g. <i>The dragon is flying.</i> <i>The people were screaming.</i></p> <p>Use apostrophes for singular possession in nouns e.g. <i>The lion's teeth,</i> <i>Little Red's hood</i></p>		<p>Writing to Inform: Recount</p>
			<p>Language features focus:</p> <ul style="list-style-type: none"> • Use the power of three with three adjectives (<i>e.g. it was huge, terrifying and hungry</i>) or three simple noun phrases (<i>e.g. It had shiny scales, sharp teeth and a pointy tail.</i>) • Use a variety of simple noun phrase structures to add detail (<i>e.g. the scary dragon; the huge and scary dragon, the huge, scary dragon.</i>) • Use comparative and superlative adjectives (<i>e.g. strong, stronger, strongest</i>) • Use the progressive to show actions in progress. 	<p>Features:</p> <ul style="list-style-type: none"> • Clear viewpoint • Opening that sums up the main point • Strong, positive words and phrases 			

St. Peter's– Long Term English Writing Overview

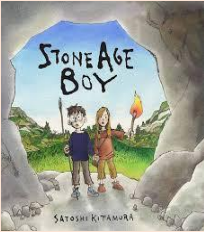

			Develop figurative devices: alliteration				
6		Nen and the Lonely Fisherman Ian Eagleton	Follow on from ' <i>but there was no sign of Ernest</i> '. Nen goes into a cave, meets something, escapes said thing and then it finishes with, ' <i>a gasp...a kick...a splash...could it be? Ernest!</i> '	Writing to Inform: Information Text Information text about mer-people	The use of –ly in standard English to turn adjectives into adverbs. Use a variety of simple, compound and complex sentences. Apostrophes to mark where letters are missing in spelling	Teachers' Choice- classic Mon & Tues: exploring the poem Wed & Thurs: writing and editing/revising Fri: sharing	Writing to Argue: Persuasion
			Language features focus: <ul style="list-style-type: none"> • Use the power of three with three adjectives (<i>e.g. it was huge, terrifying and hungry</i>) or three simple noun phrases (<i>e.g. It had shiny scales, sharp teeth and a pointy tail.</i>) • Use a variety of simple noun phrase structures to add detail (<i>e.g. the scary dragon; the huge and scary dragon, the huge, scary dragon.</i>) • Use comparative and superlative adjectives (<i>e.g. strong, stronger, strongest</i>) • Use the progressive to show actions in progress. • Develop figurative devices: alliteration 	Features: <ul style="list-style-type: none"> • Simple and progressive present/past tense • Brief introduction • Subheadings • Pictures • Subject specific vocabulary 			

St. Peter's– Long Term English Writing Overview



Year 3 Long Term Plan

Text		Narrative outcome	Non-Fiction outcome	Grammar	Poetry	Curriculum Writing
				<i>Note: spelling and handwriting statements should be focused on during every unit.</i>		
1	 <p>A Home for Grace Kathryn White</p>	Alternative Viewpoint: from Grace's point of view	Writing to Argue: Persuade Letter to the community from the little girl to help Grace and other refugees	Year 2 Recap: Spell many KS1 common exception words correctly. Add –er, -est, -ing, -ed, -s where there is no change to the root word e.g. jump, jumping, jumper. Demarcate most sentences accurately with full stops and capital letters. Use expanded noun phrases to add detail e.g. <i>the scary dragon, red hot flames.</i> Write sentences that make sense.	Teachers' Choice-modern Mon & Tues: exploring the poem Wed & Thurs: writing and editing/revising Fri: sharing	Writing to Inform: Information Text
		Plot focus: <ul style="list-style-type: none"> Introduce the concept of stories needing a problem/conflict Introduce the story arc: setting the scene, problem, rising action, climax, falling action, resolution Plan and write stories using the story arc 	Features: <ul style="list-style-type: none"> logical connectives e.g. <i>therefore, as a result, in conclusion</i> words and phrases to indicate concession e.g. <i>while it is true that, in spite of, despite this, however, still, nevertheless</i> evidence to discredit possible counter arguments 	Describe settings in narratives e.g. <i>describing the time and place, what can be heard and felt etc.</i>		
2		New story (sequel) Om visits modern day	Writing to Inform: Report Non-chronological report about the Stone Age period			


St. Peter's– Long Term English Writing Overview

		<p>Stone Age Boy Satoshi Kitamura</p>	<p>Setting focus:</p> <ul style="list-style-type: none"> Describe the time, place and weather Use all five senses to support description Describe the relationship between the setting and the characters (<i>physical, emotional</i>) Use noun phrases post modified with prepositional phrases to enhance description 	<p>Features:</p> <ul style="list-style-type: none"> Present/past perfect Introduction Summary Chronological order if needed Technical vocabulary Glossary 	<p>Use apostrophes for contractions correctly e.g. <i>can't, won't, shouldn't</i>.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (<i>refer to grammar progression document</i>) (non-fiction)</p>		
3		<p>The Song of the Nightingale Tanya Landman</p>	<p>Alternative Version: E.g. The howl of the wolf, The roar of the lion</p> <p>Change animal and their sound</p>	<p>Writing to Inform: Recount Diary entry from the painter's point of view</p>	<p>Describe characters in narratives e.g. describing characters' appearance, feelings.</p> <p>Use apostrophes for singular possession correctly e.g. the dragon's teeth.</p> <p>Start to use paragraphs to group related information.</p> <p>Use conjunctions, prepositions and adverbs for time</p>		<p>Writing to Inform: Report</p>
			<p>Character focus:</p> <ul style="list-style-type: none"> Describe characters' thoughts and feelings Use adverbs in speech to reflect how characters are feeling Write narratives with a clear protagonist and antagonist 	<p>Features:</p> <ul style="list-style-type: none"> first or third person (as required) adverbs and conjunctions for time topic sentences and signposts to guide the reader 			

St. Peter's– Long Term English Writing Overview

4		<p>Marcy and the Riddle of the Sphinx Jo Todd Stanton</p>	<p>Retelling Whole story</p>	<p>Writing to Explain: Instructions How to rescue Marcy's father from the belly of the sphinx</p>	<p>Use noun phrases expanded with adjectives and adverbs e.g. extremely hot flames; a brave and dangerous mission; the most terrifying dragon in the whole world.</p> <p>Punctuate speech using inverted commas (speech marks) with some accuracy.</p> <p>Use simple organisational devices e.g. headings, sub-headings, captions. (non-fiction unit)</p> <p>Use present tense correctly and consistently (non-fiction unit)</p>		<p>Writing to Inform: Recount</p>
5		<p>The Rhythm of the Rain Grahame Baker-Smith</p>	<p>Alternative viewpoint: Rewrite the story in first person from the raindrop's viewpoint</p>	<p>Writing to Argue: Persuade Leaflet to persuade tourists to visit a river which children have looked at in their topic lessons</p>	<p>Use past tense correctly and consistently</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (<i>refer to grammar progression document</i>)</p> <p>Punctuate sentences accurately with commas in lists.</p>		<p>Writing to Explain: Instructions</p>
<p>Language features focus:</p> <ul style="list-style-type: none"> • Use the power of 3 with verbs (<i>e.g. the dragon stirred, snorted and blew out a puff of smoke</i>) and with prepositional phrases (<i>e.g. It flew into the sky,</i> 	<p>Features:</p> <ul style="list-style-type: none"> • logical connectives <i>e.g. therefore, as a result, in conclusion</i> • words and phrases to indicate concession <i>e.g. while it is true that, in spite of, despite this, however, still, nevertheless</i> • evidence to discredit possible counter arguments 						


St. Peter's– Long Term English Writing Overview

			<p><i>through the clouds and towards the sun.)</i></p> <ul style="list-style-type: none"> • Use noun phrases with adverbs and adjectives <i>(e.g. a really scary dragon)</i> • Refine adjective choices in noun phrases to support meaning and avoid repetition • Use precise adjectives <i>(e.g. crimson instead of red)</i> <p>Develop figurative devices: similes</p>				
6	 <p>A Hero Like Me Angela Joy & Jen Reid</p>	<p>Additional scene: Conversation between Jen and the little girl</p> <p>Dialogue focus:</p> <ul style="list-style-type: none"> • Use direct speech followed by the reporting clause • Use dialogue to reflect characters' personality • Vary verb choices within the reported clause <i>(e.g. said, answered, shouted)</i> • Use adverbs after the reporting clause to reflect the character <i>(e.g. angrily, quietly, sneakily)</i> 	<p>Writing to Inform: Recount Eyewitness report about the protests</p> <p>Features:</p> <ul style="list-style-type: none"> • first or third person (as required) • adverbs and conjunctions for time • topic sentences and signposts to guide the reader 	<p>Punctuate sentences accurately with exclamation marks.</p> <p>Use the progressive form of the verb to show actions in progress e.g. <i>The dragon was flying in the air. The flames are burning the village.</i></p> <p>Use conjunctions, prepositions and adverbs for place</p>	<p>Teachers' Choice- classic</p> <p>Mon & Tues: exploring the poem</p> <p>Wed & Thurs: writing and editing/revising</p> <p>Fri: sharing</p>	<p>Writing to Argue: Persuade</p>	

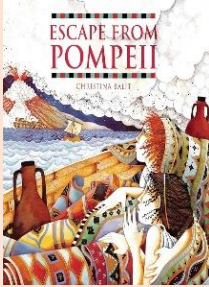
St. Peter's– Long Term English Writing Overview

			Character focus: <ul style="list-style-type: none"> Describe characters' thoughts and feelings Use adverbs in speech to reflect how characters are feeling Write narratives with a clear protagonist and antagonist 				
--	--	--	---	--	--	--	--


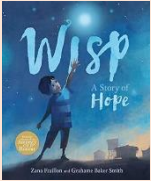
Year 4 Long Term Plan

	Text		Narrative outcome	Non-Fiction outcome	Grammar	Poetry (1 week)	Curriculum Writing
					<i>Note: spelling and handwriting statements should be focused on during every unit.</i>		
1		Winter's Child Angel McAllister	Innovation: Summer's Child	Writing to Inform: Recount Contrasting diary entries from Winter's Child and Tom	Year 3 Recap: Demarcate sentences accurately with full stops, capital letters, question marks and exclamation marks. Use a range of adverbs for time e.g. later, soon, next and place e.g. here, there, away, nearby. Use simple past and present tense mostly accurately.	Teachers' Choice- modern Mon & Tues: exploring the poem Wed & Thurs: writing and editing/revising Fri: sharing	Writing to Inform: Recount
			Setting focus: <ul style="list-style-type: none"> Describe the time, place and weather Use all five senses to support description Describe the relationship between the setting and the characters (physical, emotional) Use noun phrases post modified with 	Features: <ul style="list-style-type: none"> inclusion of additional information to amuse, interest or inform the reader inclusion of quotes 			

St. Peter's– Long Term English Writing Overview

			prepositional phrases to enhance description		Use a range of co-ordinating and subordinating conjunctions.	
2		Escape from Pompeii Christina Balit	Retell in first person	Writing to Explain: Instructions How to escape Pompeii	Use a range of subordinating conjunctions to form complex sentences (<i>refer to the grammar progression document</i>)	Writing to Inform: Recount
			Plot focus: <ul style="list-style-type: none"> Expand the rising and falling action sections of the story arc to provide detail Experiment with different ways to start and end stories Link the ending to the opening where appropriate 	Features: <ul style="list-style-type: none"> Direct appeal to the reader for example through warnings, <i>Don't add more glue...; additional advice</i>, <i>If it doesn't stick...; suggestions</i>, <i>You could improve it by...; persuasion</i>, <i>You're bound to love the result...; encouragement</i>, <i>Only one step left...</i> Rhetorical questions 	Develop settings in narrative e.g. e.g. <i>describing the time and weather and using the five senses</i> .	
3		The Barnabus Project The Fan Brothers	Sequel: Barnabus and his friends rescue the 'perfect pets' from the shop	Writing to Argue: Persuasion Open letter from Idris asking for help	Use fronted adverbials for manner e.g. <i>shaking uncontrollably, with fear in her eyes; place e.g. inside the</i>	Writing to Explain: Instructions

St. Peter's– Long Term English Writing Overview

			<p>Language features focus:</p> <ul style="list-style-type: none"> • Use the power of 3 with adverbial phrases (e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.) • Use post-modified noun phrases (e.g. a very scary dragon in the heart of the cave.) • Use fronted adverbials to indicate time, place and manner. • Develop figurative devices: hyperbole and personification 	<p>Features:</p> <ul style="list-style-type: none"> • effective ordering of main points • elaboration/evidence/ examples for each key point • repetition for effect • rhetorical questions • emotive or boastful language • adverbs for quantity e.g. many, few, some, every and frequency e.g. often, always, rarely 	<p><i>castle, all over its back and time e.g. many years ago, after a while.</i></p> <p>Use commas to mark fronted adverbials e.g. <i>Later that morning, From deep within the cave,</i></p> <p>Organise content into relevant paragraphs across the text.</p>		
4		<p>Wisp: A Story of Hope Zana Fraillon</p>	<p>Additional scene: Idris talks to one of his friends about the Wisp and how he is feeling/what he has learnt</p>	<p>Writing to Inform: Report News broadcast about the sightings of the Wisp</p>	<p>Use inverted commas and other punctuation accurately to indicate direct speech e.g. <i>"Help me," Alex screamed.</i> <i>"This dragon's going to burn me to a crisp!"</i></p> <p>Develop characters in narrative e.g. <i>describing characters' behaviour, thoughts, reactions to events</i></p> <p>Accurately manage tense changes where needed e.g. a story written in the past</p>		<p>Writing to Argue: Persuasion</p>

St. Peter's– Long Term English Writing Overview

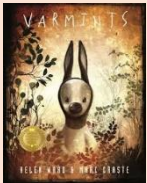

					tense with present tense for speech.		
5		Nour's Secret Library Wafa' Tarnowska	Additional Scene A soldier discovers the library and starts to secretly use the space and enjoys it. Nour bumps into them and they bond.	Writing to Argue: Persuasion (Advertising brochure) Visit the secret library	Use present (non-fiction) and past tense (fiction) correctly and consistently throughout writing. Maintain cohesion across a piece of writing, including through the use of a variety of nouns and pronouns <i>e.g. the dragon, the monster, the beast, it; Alex, she, the girl.</i>		Writing to Inform: Report
			Character focus: <ul style="list-style-type: none"> Describe characters' actions and mannerisms Use noun phrases with post-modification to add descriptive detail Use fronted adverbials for manner to describe characters' actions Reflect characters through what they say and how they say it. 	Features: <ul style="list-style-type: none"> effective ordering of main points elaboration/evidence/examples for each key point repetition for effect rhetorical questions emotive or boastful language adverbs for quantity e.g. many, few, some, every and frequency e.g. often, always, rarely 			
6		Gender Swapped Greek Myths Karrie Fransman	Innovation: Depending on the Greek myths chosen in this unit, pupils can innovate one of them (GDS may be able to write their own)	Writing to Inform: Non-chronological report Mythical creature	Show some variety in complex sentence structure, positioning the subordinate clause at the start (<i>e.g. Although it was dangerous, Alex was determined to face</i>	Teachers' Choice- classic Mon & Tues: exploring the poem	Writing to Argue: Persuasion

St. Peter's– Long Term English Writing Overview

			<p>Language features focus:</p> <ul style="list-style-type: none"> • Use the power of 3 with adverbial phrases (e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.) • Use post-modified noun phrases (e.g. a very scary dragon in the heart of the cave.) • Use fronted adverbials to indicate time, place and manner. • Develop figurative devices: hyperbole and personification 	<p>Features:</p> <ul style="list-style-type: none"> • adverbs for quantity e.g. many, few, some, every • adverbs for frequency e.g. often, always, rarely • logical structure, moving from the generic to the more specific • rhetorical questions to engage the reader 	<p><i>the dragon.) and at the end (e.g. Alex was determined to face the dragon, although it was dangerous.)</i> of sentences</p> <p>Use the present perfect form of verbs e.g. <i>The villagers have been terrified. The dragon has been defeated.</i> (non-fiction)</p>	<p>Wed & Thurs: writing and editing/revising</p> <p>Fri: sharing</p>	
--	--	--	--	--	--	--	--

St. Peter's– Long Term English Writing Overview


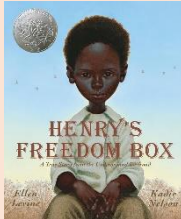
Year 5 Long Term Plan

Text		Narrative outcome	Non-Fiction outcome	Grammar	Poetry (1 week)	Curriculum Writing
				<i>Note: spelling and handwriting statements should be focused on during every unit.</i>		
1	 <p>Varmints Helen Ward</p>	<p>Retelling Retell and include additional dialogue</p>	<p>Writing to Inform: Report Newspaper report about the events in the book</p>	<p>Year 4 Recap: Use co-ordinating and subordinating conjunctions.</p> <p>Identify main and subordinate clauses.</p> <p>Demarcate sentences accurately with full stops, capital letters, questions marks and exclamation marks.</p> <p>Use apostrophes for contractions and singular possession accurately.</p> <p>Use commas in lists and speech marks around direct speech with some accuracy.</p> <p>Use simple paragraphs.</p>	<p>Teachers' Choice- modern</p> <p>Mon & Tues: exploring the poem</p> <p>Wed & Thurs: writing and editing/revising</p> <p>Fri: sharing</p>	<p>Writing to Inform: Non-chronological report</p>
		<p>Dialogue focus: Split speech (<i>reporting clause in the middle of the direct speech</i>)</p> <ul style="list-style-type: none"> Use dialogue to advance the action Include non-verbal details (<i>e.g. descriptions of what characters are doing</i>) Mix dialogue with actions (<i>e.g. coughing, laughing, eating etc.</i>) Balance dialogue with action 	<p>Features:</p> <ul style="list-style-type: none"> logically sequenced paragraphs e.g. opening statement; more detailed classification; description of the subject with examples/elaboration of points; summary tables, diagrams or images that add or summarise information appropriate level of formality for the intended audience 			
2	 <p>How to Live Forever Colin Thompson</p>	<p>Alternative ending: Peter reads the book or helps the Ancient Child</p>	<p>Writing to Argue: Discussion (Formal) Should Peter read the book?</p>	<p>Write complex sentences with the subordinate clause at the start, (e.g. <i>Although it was dangerous, Alex was</i></p>		<p>Writing to Inform: Report</p>

St. Peter's– Long Term English Writing Overview

			<p>Plot focus:</p> <ul style="list-style-type: none"> • Introduce the concept of pacing when using the story arc to show where to expand or condense different sections • Make sure anything that the plot relies on later is referenced 	<p>Features:</p> <ul style="list-style-type: none"> • Title in the form of a question • Present tense, third person • Adverbs for quantity e.g. <i>several, few, much</i> and frequency e.g. <i>seldom, frequently, rarely, consistently</i> • Modal verbs and adverbs for possibility • Formal, impersonal style • Appropriate, subject-related vocabulary • Reasons with evidence to support each point • Generic e.g. <i>politicians, protesters, pollution</i> and abstract nouns e.g. <i>greed</i> • Structural signposts e.g. <i>There are several reasons..., turning to...</i> • Simple structure e.g. • Opening statement of the issues and preview of the main arguments • Arguments for with supporting evidence • Arguments against or alternative views, with supporting evidence 	<p><i>determined to face the dragon.</i>); middle (e.g. <i>Alex was determined, although it was dangerous, to face the dragon.</i>) and end (e.g. <i>Alex was determined to face the dragon, although it was dangerous.</i>) of the sentence.</p> <p>Use commas to mark subordinate clauses e.g. <i>Alex, who was incredibly brave, charged up to the fierce creature. Alex charged up to the dragon, which was an incredibly brave thing to do.</i></p> <p>Develop characters in narrative e.g. <i>through using show-not-tell, describing reactions to other characters, reactions to the setting.</i></p> <p>Use modal verbs e.g. <i>can, could, couldn't, should, will, won't, would, may</i> to indicate degrees of possibility (non-fiction)</p> <p>Use adverbs e.g. <i>possibly, certainly, definitely,</i></p>		
--	--	--	---	--	---	--	--


St. Peter's– Long Term English Writing Overview

				<ul style="list-style-type: none"> Final summary and recommendation/conclusion 	<i>perhaps, surely</i> to indicate degrees of possibility. (non-fiction)	
3	 <p>Sulwe Lupita Nyong'o</p>	<p>Innovation: Write the fable of the rain and the sun</p>	<p>Writing to Explain: Explanation Link to Science topic (e.g. how the Earth orbits the Sun)</p>	<p>Use relative pronouns (<i>that, which, who, whom, whose</i>) to write relative clauses.</p>	<p>Writing to Argue: Discussion (Formal)</p>	
		<p>Character focus:</p> <ul style="list-style-type: none"> Describe characters' motives Use noun phrases in apposition to emphasise aspects of characterisation Use the plot to reveal characterisation Use dialogue to show the relationship between characters Use a confidante where appropriate to reveal a characters' true feelings 	<p>Features</p> <ul style="list-style-type: none"> title (using why or how) generic opening statement to introduce the topic series of logical steps/phases, in chronological order conclusion present tense, third person adverbs and conjunctions for time technical language diagrams/images/flow charts (if appropriate) 	<p>Use commas to mark relative clauses e.g. <i>Alex, who was incredibly brave, charged up to the fierce creature. Alex charged up to the dragon, which was an incredibly brave thing to do.</i></p> <p>Use dialogue in narrative to show the relationship between characters and move the action on.</p>		
4	 <p>Henry's Freedom Box</p>	<p>Change Viewpoint Rewrite the story in first person</p>	<p>Writing to Explain: Instructions How to survive the journey</p>	<p>Develop settings in narrative e.g. <i>describing the place, time and environment and show how the setting effects the plot</i></p>	<p>Writing to Explain: Explanation</p>	
		<p>Setting focus:</p> <ul style="list-style-type: none"> Describe the place, time and environment, 	<p>Features:</p> <ul style="list-style-type: none"> maintain the chosen level of formality throughout the text 			

St. Peter's– Long Term English Writing Overview

			<p>including the social/cultural context</p> <ul style="list-style-type: none"> • Show how the setting effects the plot e.g. how obstacles/limitations create conflict to overcome • Use relative and subordinate clauses to add detail about the setting and its impact 	<ul style="list-style-type: none"> • write instructions at different levels of formality, using appropriate language and style 	<p>Use a range of devices to build cohesion within and across paragraphs e.g. <i>consistent tense and person; pronoun chains; range of conjunctions; adverbs and adverbial phrases; repetition for effect.</i></p> <p>Begin to use brackets, dashes and commas to mark parenthesis e.g. <i>The creature, a terrifying dragon, was waiting for her</i></p>		
5		<p>The Giant and the Sea Trent Jamieson</p>	<p>Innovation: The Giant and the... (linked to a different climate issue- e.g. deforestation)</p>	<p>Writing to inform: Recount Giant's diary</p> <p>GDS: contrasting diary entry from giant and from a member of the community</p>	<p>Use tense consistently and correctly throughout their writing, including accurate use of simple, progressive and perfect verb forms where used.</p> <p>Begin to use brackets, dashes and commas to mark parenthesis e.g. <i>Alex had decided – come what may – to defeat the beast.</i></p>		<p>Writing to Explain: Instructions</p>
			<p>Dialogue focus:</p> <ul style="list-style-type: none"> • Split speech (<i>reporting clause in the middle of the direct speech</i>) • Use dialogue to advance the action • Include non-verbal details (<i>e.g. descriptions</i>) 	<p>Features:</p> <ul style="list-style-type: none"> • appropriate style and formality for the genre and intended audience 			

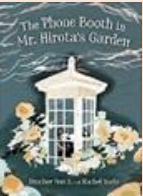
St. Peter's– Long Term English Writing Overview

			<p><i>of what characters are doing)</i></p> <ul style="list-style-type: none"> • Mix dialogue with actions (<i>e.g. coughing, laughing, eating etc.</i>) • Balance dialogue with action <p>Character focus:</p> <ul style="list-style-type: none"> • Describe characters' motives • Use noun phrases in apposition to emphasise aspects of characterisation • Use the plot to reveal characterisation • Use dialogue to show the relationship between characters • Use a confidante where appropriate to reveal a characters' true feelings 				
6	 <p>Paper Son: The Inspiring Story of Tyrus Wong Julie Leung</p>	<p>Re-write: The first part of the book as a story in the 3rd person (getting the papers - being re-united with his father)</p>	<p>Writing to Argue: Persuasive letter</p> <p>Write a letter to Tyrus, persuading him to continue his work as an in-betweener.</p> <p>(Basing it just after 'The work was boring and his eyes throbbed'. Use arguments from the page which starts, 'Tyrus</p>	<p>Begin to use brackets, dashes and commas to mark parenthesis e.g. <i>Eastern dragons (from China) are thought to bring good fortune.</i></p> <p>Use tense consistently and correctly throughout their writing, including accurate</p>	<p>Teachers' Choice (classic)</p>	<p>Writing to inform: Recount</p>	


St. Peter's– Long Term English Writing Overview

			<p><i>about the mother he had left behind.'</i></p>	<p>use of simple, progressive and perfect verb forms where used.</p>			
			<p>Language features focus:</p> <ul style="list-style-type: none"> • Link series of sentences using the power of 3 (<i>e.g. It was cold. Colder than they had ever known. So cold that the tips of their frost-bitten fingers were blue.</i>) • Use noun phrases in apposition to develop description (<i>e.g. Swooping from above the ferocious dragon could be seen, a creature feared throughout the kingdom, a fiend from the depths of hell.</i>) • Add detail through using relative clauses and parenthesis. • Develop figurative devices: metaphor and imagery 	<p>Features:</p> <ul style="list-style-type: none"> • structure that moves from the generic to the more specific for each point • simple psychology to appeal to the reader • use of statistics and quotes to support points • modal verbs e.g. will, can, may, must, should • adverbs for possibility e.g. certainly, surely, undoubtedly, possibly • adverbs for viewpoint e.g. obviously, clearly, evidently, naturally 	<p>Use the perfect form of verbs to mark relationships of time and cause e.g. <i>It has been reported that dragon eggs have been found on the South coast. Scientists had believed the eggs were from a bird of prey but, after the first egg hatched yesterday, they have now confirmed the eggs are baby dragons.</i> (fiction and non-fiction)</p> <p>Use further organisational and presentational devices to structure text and to guide the reader e.g. <i>bullet points, diagrams, pictures, font size and type.</i> (non-fiction)</p>		

St. Peter's– Long Term English Writing Overview

Text		Narrative outcome	Non-Fiction outcome	Grammar	Poetry (1 week)	Curriculum Writing
				<i>Note: spelling and handwriting statements should be focused on during every unit.</i>		
1	 <p style="text-align: center;">The Phone Booth in Mr Hirota's Garden Heather Smith & Rachel Wada</p>	<p>Sequel Mr Hirota and Makio travel to the next town and build a phone booth for the local community</p>	<p>Writing to Inform: Newspaper report Phonebooth duo strike again! (Links to the sequel)</p>	<p>PKS and WTS Check: Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination and some subordination to join clauses.</p> <p>Use paragraphs to organise ideas</p> <p>In narratives, describe settings and characters</p> <p>Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</p> <p>Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list</p>	<p>Teachers' Choice-modern</p> <p>Mon & Tues: exploring the poem</p> <p>Wed & Thurs: writing and editing/revising</p> <p>Fri: sharing</p>	<p>Writing to Argue: Persuasive letter</p>
		<p>Plot focus:</p> <ul style="list-style-type: none"> Consider different types of conflict e.g. is the character in conflict with themselves, another person, nature, society? Use foreshadowing as a way to engage or divert the reader <p>Setting focus:</p> <ul style="list-style-type: none"> Include elements/details of the setting that are unique Interweave setting description throughout the narrative Create atmosphere through the setting description 	<p>Features:</p> <ul style="list-style-type: none"> passive voice to avoid personalisation and maintain an appropriate level of formality nominalisation to maintain formality language of comparison and contrast e.g. <i>equally, both...and..., similarly, just as...so does, in contrast, alternatively</i> description used to add precision integration of other text types if appropriate 			


St. Peter's– Long Term English Writing Overview

2		<p>Rose Blanche Ian McKewan and Roberto Innocenti</p>	<p>Additional scene: Include dialogue for the scene where Rose hands the boy some food and then her journey back home. 1 week</p>	<p>Writing to Argue: Discussion Balanced argument: was Rose right to steal food to feed the prisoners? WTS/Lower EXS: write one side of the argument 2.5 weeks</p>	<p>In narratives, describe characters e.g. <i>describe characters' motives</i></p> <p>In narratives, integrate dialogue to convey character and advance the action</p> <p>Use a wide range of devices to build cohesion within and across paragraphs e.g. <i>the use of adverbials such as on the other hand, in contrast, or as a consequence</i>, and <i>ellipsis</i></p>	<p>Writing to Inform: Newspaper report</p>
		<p>The Harmonica Tony Johnston</p>	<p>Dialogue focus:</p> <ul style="list-style-type: none"> Split speech (<i>reporting clause in the middle of the direct speech</i>) Use dialogue to advance the action Include non-verbal details (<i>e.g. descriptions of what characters are doing</i>) Mix dialogue with actions (<i>e.g. coughing, laughing, eating etc.</i>) Balance dialogue with action <p>Character focus:</p> <ul style="list-style-type: none"> Describe characters' motives Use noun phrases in apposition to emphasise aspects of characterisation Use the plot to reveal characterisation Use dialogue to show the relationship between characters 	<p>Features:</p> <ul style="list-style-type: none"> effective balance of both sides of the argument appropriate level of formality maintained across the whole text use of statistics and quotes to support points causal connectives <i>e.g. consequently, due to this, as a result</i> passive voice <i>e.g. It can be argued that... it is thought that...</i> nominalisation <i>e.g. the growth of pollution, the bravery of campaigners</i> sentences building from the generic <i>e.g. most campaigners believe... to the specific e.g. Greta Thunberg, a 15-year-old climate change activist, argues...</i> 	<p>Use further organisational and presentational devices to structure text and to guide the reader e.g. <i>headings, sub-headings, columns, bullets, or tables, to structure text</i></p> <p>Using expanded noun phrases to convey complicated information concisely</p>	

St. Peter's– Long Term English Writing Overview

			<ul style="list-style-type: none"> • Use a confidante where appropriate to reveal a characters' true feelings 	<ul style="list-style-type: none"> • more sophisticated structure e.g. • <i>opening statement of the issues and preview of the main arguments</i> • <i>first point, arguments for and against, both with supporting evidence</i> • <i>second point, arguments for and against, both with supporting evidence</i> • <i>next point etc.</i> • final summary and recommendation/conclusion 			
			<p>Alternative ending: Rose survives and meets up with the boy from the other side of the barbed wire once he has been released (gain info on his character from The Harmonica)</p> <p>2 weeks</p>	<p>Writing to Inform: Letter Formal letter from Rose to her grandmother to inform her of the events taking place in her town</p> <p>1.5 weeks</p>			

St. Peter's– Long Term English Writing Overview

			<p>Plot focus:</p> <ul style="list-style-type: none"> Consider different types of conflict e.g. is the character in conflict with themselves, another person, nature, society? Use foreshadowing as a way to engage or divert the reader <p>Setting focus:</p> <ul style="list-style-type: none"> Include elements/details of the setting that are unique Interweave setting description throughout the narrative Create atmosphere through the setting description 	<p>Features:</p> <ul style="list-style-type: none"> causal connectives <i>e.g. consequently, due to this, as a result, therefore</i> passive voice to create a formal tone <i>e.g. Once the blood has been oxygenated...</i> glossary for technical vocabulary (if needed) direct appeal to the reader <i>e.g. through rhetorical questions, interesting detail, relating to their experiences</i> 			
3		<p>The Promise Nicola Davies</p>	<p>Alternative Version: Change the item found and its impact on the city</p> <p>2 weeks</p>	<p>Writing to Argue: Persuade Letter from the girl to the community to support her in improving their city</p> <p>Or write for a real purpose with a local MP as the audience</p> <p>1.5 weeks</p>	<p>In narratives, describe settings and atmosphere <i>e.g. create atmosphere, include elements which are unique etc.</i></p>		<p>Writing to Argue: Discussion</p>
			<p>Language features:</p> <ul style="list-style-type: none"> Use the power of 3 to extend detail in sentences Use passive voice create empathy or suspense. 	<p>Features:</p> <ul style="list-style-type: none"> logical connectives <i>e.g. therefore, as a result, in conclusion</i> 	<p>Use hyphens to avoid ambiguity <i>e.g. man eating shark versus man-eating shark, or recover versus re-cover</i></p>		

St. Peter's– Long Term English Writing Overview

			<ul style="list-style-type: none"> • Extension: • Experiment with subject verb inversion (<i>e.g. Out of the sky came a terrifying beast.</i>) • Develop figurative devices: allusion (<i>e.g. He had Herculean strength. It was a Pandora's box of horrors</i>) and extended metaphor <p>Setting focus:</p> <ul style="list-style-type: none"> • Include elements/details of the setting that are unique • Interweave setting description throughout the narrative • Create atmosphere through the setting description 	<ul style="list-style-type: none"> • words and phrases to indicate concession e.g. <i>while it is true that, in spite of, despite this, however, still, nevertheless</i> • evidence to discredit possible counter arguments 	<p>Use commas to clarify meaning or avoid ambiguity in writing</p>		
			<p>Additional scene: Include dialogue between the girl and a friend, explaining what she found in the bag and what she has been doing to 'keep the promise'</p> <p>1 week</p>	<p>Writing to Explain: Instructions How to improve an area (can link to the book or to local area)</p> <p>1.5 weeks</p>			

St. Peter's– Long Term English Writing Overview

Dialogue focus:

- Split speech (*reporting clause in the middle of the direct speech*)
- Use dialogue to advance the action
- Include non-verbal details (*e.g. descriptions of what characters are doing*)
- Mix dialogue with actions (*e.g. coughing, laughing, eating etc.*)
- Balance dialogue with action

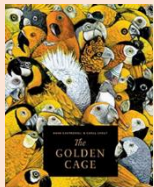
Character focus:

- Describe characters' motives
- Use noun phrases in apposition to emphasise aspects of characterisation
- Use the plot to reveal characterisation
- Use dialogue to show the relationship between characters
- Use a confidante where appropriate to reveal a characters' true feelings

Features

- maintain the chosen level of formality throughout the text
- write instructions at different levels of formality, using appropriate language and style



St. Peter's– Long Term English Writing Overview

4		<p>The Golden Cage Anna Castagnoli</p>	<p>Additional Scene: Dialogue between Valentina and her father, the emperor 2 weeks</p>	<p>Writing to Inform: Recount Contrasting diary entries from Valentina and the servants based on the same events 1 week</p>	<p>Using the perfect form of verbs to mark relationships of time and cause (teach through diary entries)</p>	<p>W Writing to Argue: Persuade</p>
			<p>Character focus:</p> <ul style="list-style-type: none"> • Describe characters' motives • Use noun phrases in apposition to emphasise aspects of characterisation • Use the plot to reveal characterisation • Use dialogue to show the relationship between characters • Use a confidante where appropriate to reveal a characters' true feelings <p>Dialogue focus:</p> <ul style="list-style-type: none"> • Split speech (<i>reporting clause in the middle of the direct speech</i>) • Use dialogue to advance the action • Include non-verbal details (<i>e.g. descriptions of what characters are doing</i>) • Mix dialogue with actions (<i>e.g. coughing, laughing, eating etc.</i>) • Balance dialogue with action 	<p>Features:</p> <ul style="list-style-type: none"> • use of passive voice and nominalisation to create a formal tone in impersonal recounts • possible adapting of chronology in fictional recounts through using flashbacks 	<p>Use semi-colons to mark boundaries between independent clauses e.g. <i>It's raining; I'm fed up</i> (Do not over teach at the expense of basic punctuation. Needs to be taught as it is in the curriculum but only GDS have to have evidence in their writing)</p> <p>Use passive verbs to affect the presentation of information in a sentence (teach through non-fiction units)</p>	

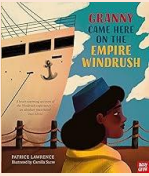
St. Peter's– Long Term English Writing Overview

			<p>Sequel: Choose from one of the three options detailed at the end of the book 2 weeks</p>	<p>Writing to Inform: Non-chronological report Fictional bird of their choice from the book 1 week</p>			
		<p>Character focus:</p> <ul style="list-style-type: none"> • Describe characters' motives • Use noun phrases in apposition to emphasise aspects of characterisation • Use the plot to reveal characterisation • Use dialogue to show the relationship between characters • Use a confidante where appropriate to reveal a characters' true feelings <p>Dialogue focus:</p> <ul style="list-style-type: none"> • Split speech (<i>reporting clause in the middle of the direct speech</i>) • Use dialogue to advance the action • Include non-verbal details (<i>e.g. descriptions of what characters are doing</i>) • Mix dialogue with actions (<i>e.g. coughing, laughing, eating etc.</i>) • Balance dialogue with action 	<p>Features:</p> <ul style="list-style-type: none"> • use of passive voice and nominalisation to create a formal tone in impersonal recounts • possible adapting of chronology in fictional recounts through using flashbacks 				

St. Peter's– Long Term English Writing Overview

5		Alma Literacy Shed	Retelling x2: <ol style="list-style-type: none"> 1) Rewrite the whole narrative and continue the story to include dialogue between Alma and a doll next to her on the shelf 2) Write the whole R,P,S narrative and include dialogue and character 	Final non-fiction piece depending on which type is lacking evidence	Use colons to mark boundaries between independent clauses e.g. <i>I'm incredibly scared: I haven't done this before.</i> (Do not over teach at the expense of basic punctuation. Needs to be taught as it is in the curriculum but only GDS have to have evidence in their writing)	Writing to Inform: Recount	
		Rock, Papers, Scissors Literacy Shed	Plot focus: <ul style="list-style-type: none"> • Consider different types of conflict e.g. is the character in conflict with themselves, another person, nature, society? • Use foreshadowing as a way to engage or divert the reader 				Use a colon to introduce a list and semi-colons within lists
			Setting focus: <ul style="list-style-type: none"> • Include elements/details of the setting that are unique • Interweave setting description throughout the narrative • Create atmosphere through the setting description 	Ensure correct subject and verb agreement when using singular and plural	Distinguish between the language of speech and		
			Character focus: <ul style="list-style-type: none"> • Describe characters' motives • Use noun phrases in apposition to emphasise aspects of characterisation 				

St. Peter's– Long Term English Writing Overview

			<ul style="list-style-type: none"> Use the plot to reveal characterisation Use dialogue to show the relationship between characters Use a confidante where appropriate to reveal a characters' true feelings 		<p>writing and choosing the appropriate register</p>		
6		<p>Granny Came Here on the Empire Windrush Patrice Lawrence</p>	<p>Alternative Viewpoint Write Granny's journey in first person</p>	<p>Writing to Inform: Biography Based on an inspirational figure from the book</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>*Plug gaps*</p>	<p>Teachers' Choice- classic</p> <p>Mon & Tues: exploring the poem</p> <p>Wed & Thurs: writing and editing/revising</p> <p>Fri: sharing</p>	<p>Writing to Inform: Non-chronological report</p>
			<p>Language features:</p> <ul style="list-style-type: none"> Use the power of 3 to extend detail in sentences Use passive voice create empathy or suspense. <p>Extension:</p> <ul style="list-style-type: none"> Experiment with subject verb inversion (<i>e.g. Out of the sky came a terrifying beast.</i>) 	<p>Features:</p> <ul style="list-style-type: none"> use of passive voice and nominalisation to create a formal tone in impersonal recounts possible adapting of chronology in fictional recounts through using flashbacks 			

St. Peter's– Long Term English Writing Overview

			<p>Develop figurative devices: allusion <i>(e.g. He had Herculean strength. It was a Pandora's box of horrors)</i> and extended metaphor</p>	<p>Writing to Explain: Explanation Link to Science (e.g. how electric circuits work)</p>			
				<p>Features:</p> <ul style="list-style-type: none"> • causal connectives e.g. consequently, due to this, as a result, therefore • passive voice to create a formal tone e.g. Once the blood has been oxygenated... • glossary for technical vocabulary (if needed) <p>direct appeal to the reader e.g. through rhetorical questions, interesting detail, relating to their experiences</p>			