**A picture containing text

Description automatically generatedPearson Primary School**

**Writing Long Term Plan 2023-2024**

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| **F1**  **Long-Term Plan** | | |
| **Autumn** | **Spring** | **Summer** |
| * Children attempt to make marks on big paper using chunky pencils and crayons. * Sometimes gives meaning to marks as they draw or paint. | * Will attempt to make marks in response to a story. * Will attempt to use a variety of writing tools and different sized paper. * Talks about what they draw. * Beginning to show awareness of the way stories are structured. * Overwrites and attempts to copy underneath writing. | * Attempt to write some clearly identifiable letters in their mark making. * Can write the first letter in their name. * Can order now and next visuals from a story. * Begins to use anticlockwise movement and retrace vertical lines. |
| **Autumn** | **Spring** | **Summer** |
| We’re going on a bear hunt  Brown Bear  Goldilocks  Peace at last | Little Red Hen  Farmer duck  Jack and Beanstalk  Hungry Caterpillar  Fairytale Poems | Tiger came to Tea  Handa’s hen  Giraffes can’t dance  Handa’s surprise  Rumble in the Jungle  Commotion in the Ocean |

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| **F2**  **Long-Term Plan** | | |
| **Autumn** | **Spring** | **Summer** |
| **Autumn 1**   * Attempt to write a letter in their mark making. * Write some of their first name but with some errors.   **Autumn 2**   * May write the correct letter to match initial sounds. * Write their name with letters in the correct order, including capital letters and lower-case attempts for other letters. * Writes own name with most letters correctly formed   Lists, cards and letters. | **Spring 1**   * Write the letters in their name all correctly formed. * May write the correct letter to match end sounds. * Consistently identify the start and end of words with finger spaces. * Children to write one sentence in a meaningful context, this can be dictated, using the common words they can spell and their phonetic knowledge.   **Spring 2**   * Write the correct letter for the medial sounds. * Children will be able to spell some HF words. * Children to write one sentence in a meaningful context, using the common words they can spell and their phonetic knowledge.   Speech bubbles and sequencing. | **Summer 1**   * Write some CVC, CCVC, CVCC. * Writing will have finger spaces, a full stop and start with a capital letter. * Writing can be read by themselves and others with little mediation.   **Summer 2**   * Write recognisable letters, most of which are correctly formed. * Spell appropriate HF words correctly. * Spell words by identifying sounds in them and representing the sounds. * Write simple phrases and sentences that can be read by others.   Recount, creative writing and poetry. |
| **Autumn Fiction** | **Spring Fiction** | **Summer Fiction** |
| We’re going on a bear hunt  The Little Brown Bear  Goldilocks  Peace at last | Little Red Hen  Farmer Duck  Jack and Beanstalk  Hungry Caterpillar  Fairytale Poems | Tiger who came to Tea  Handa’s hen  Giraffes can’t dance  Handa’s surprise  Rumble in the Jungle  Commotion in the Ocean |
| **Autumn Non-fiction** | **Spring Non-fiction** | **Summer Non-fiction** |
| Bears  Autumn | Spring  Lifecycles  Farm Animals | Summer  African animals |

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| **Year 1**  **Writing Long-term Plan** | | | | |
| **Autumn Term** | | | | |
| **Book** | **Genre** | **Weeks (6+6)** | **Final piece and intended audience** | |
| Rainbow Fish | Labels and Captions | 2 weeks | Label an outline sketch of a known animal, and provide a simple sentence caption for a science display. | |
| Rainbow Fish | Character description | 2 weeks | Written character description (appearance and personality) of their favourite book character for a class book for the book corner. | |
| Lighthouse Keeper’s Lunch | Instructions | 2 weeks | Written instructions linked to D&T food unit to take home to family. | |
| Elephant and the Bad Baby | Narrative | 2 weeks | Written retelling of the story to read to Foundation Stage 2. | |
| Where’s My Teddy? | Labels and Captions | 1 week | Wanted poster for the book corner. | |
| Superworm | Character description | 2 weeks | Continue/complete Wanted Poster for the book corner. | |
| Paul Cookson - Teachers | Poetry | 1 week | Create own lines/verses to add to poem with our own rhyming couplets, teachers and animals/places.  Tweet to poet. | |
| Writing Assessment – 1 week | | | | |
| **Spring Term** | | | | |
| **Book** | **Genre** | **Weeks (5+5)** | **Final piece and intended audience** | |
| The Koala who Could | Setting description | 2 weeks | A description to send to the Australian tourist board. | |
| The Koala who Could | Narrative | 2 weeks | Retell the story – collate the parts from through the unit into one piece. Share the story with Y2/F2/parents. | |
| Whatever Next | Narrative | 3 weeks |  | |
| Dragons | Non-chronological report | 2 weeks | Share animal report/information text with the science lead | |
| Hairy McClairy | Poetry – rhyming couplets | 1 week | Recite poem as a performance. Film for social media. | |
| Writing Assessment – 1 week | | | | |
| **Summer Term** | | | | |
| **Book** | **Genre** | **Weeks (7+6)** | **Final piece and intended audience** |
| Billy and the Beast | Character description | 2 weeks | Create character description document and add to our earlier selection – ask if they’d like to keep both in the selection or replace their old with their new. |
| Diary of a Wombat | Setting description | 2 weeks | Describe the setting with accompanying pictures. Display work. Send to adult who has an allotment. |
| Zog | Narrative | 2 weeks | Retell the story in the parts. Collate the parts into one text to then share on pare with another class. |
| Julia Donaldson:  Shuffle and Squelch and Wriggle and Roar. | Poetry Appreciation | 1 week | Poetry performance – film and tweet, @ing the author. |
| Beegu | Recount | 2 weeks | Recount of an outside trip to go on newsletter/social media. |
| Writing Assessment – 1 week | | | |
| Move up, stay up transition – 2 weeks | | | |

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| **Year 2**  **Writing Long-term Plan** | | | |
| **Autumn Term** | | | |
| **Book** | **Genre** | **Weeks (6+6)** | **Final piece and intended audience** |
| Pirate books/ images | Character description | 2 weeks | Display in school |
| On the Way Home | Narrative  (3 short parts) | 2 weeks | Take home |
| On the Way Home | Narrative  (innovation) | 2 weeks | Read to F2/year 1 |
| Animals- from the previous story. | Non-chronological report | 3 weeks | Create a book for the book corner |
| Mog Christmas advert | Narrative  Story opening | 2 weeks | Take home |
| N/A | Poetry - Calligrams | 1 week | tweet |
| Writing Assessment – 1 week | | | |
| **Spring Term** | | | |
| **Book** | **Genre** | **Weeks (5+5)** | **Final piece and intended audience** |
| How to wash a woolly mammoth | Instructions | 2 weeks | Display |
| Literacy shed film clip. | Narrative | 2 weeks | Create a book |
| N/A | Recount | 2 weeks | Share with trip/ event as a thank you. (TBC) |
| Dragons | Non-chronological report. | 2 weeks | Create a large information poster |
| N/A | Poetry - Calligrams | 1 week | Share in phase assembly. |
| N/A | Letter | 1 week | To head asking about a trip. |
| Writing Assessment – 1 week | | | |
| **Summer Term** | | | |
| **Book** | **Genre** | **Weeks (7+6)** | **Final piece and intended audience** | |
| N/A | Recount | 2 weeks | Recount of trip- to send to place. | |
| TBC | Narrative | 2 weeks | To display | |
| TBC | Narrative (innovation) | 2 weeks | Create a compilation for classroom book corner. | |
| Poet – Paul Cookson: Let no one steal your dreams | Poetry Appreciation | 1 week | Read in assembly. | |
| The day the crayons quit | Letter writing | 2 weeks | Tweet the author- post letters to the crayons in classes around school. | |
| Writing Assessment – 1 week | | | | |
| Move up, stay up transition – 2 weeks | | | | |

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| **Year 3**  **Writing Long-term Plan** | | | |
| **Autumn Term** | | | |
| **Book** | **Genre** | **Weeks (6+6)** | **Final piece and intended audience** |
| The Tear Thief | Character description | 2 weeks | Will be used for a display in the classroom. |
| History link/video demonstration | Instructions | 2 weeks | How to hunt for stone age food – to be taken home. |
| The Magic Faraway Tree (Moon face) | Missing Poster | 2 weeks | Will be used for a display in the classroom. |
| Little Red Riding Hood | Narrative | 3 weeks | 4-part narrative, to be made into a book.  (Opening, build-up, problem, resolution) |
| Dasher by Matt Tavares | Narrative | 2 weeks | How did the reindeer change Christmas? To be taken home before Christmas.  (Opening, build-up, problem, resolution) |
| N/A | Poetry - Limericks | 1 week | To be read to Year 2. |
| Writing Assessment – 1 week | | | |
| **Spring Term** | | | |
| **Book** | **Genre** | **Weeks (5+5)** |  |
| The Three Little Pigs and Goldilocks | Narrative | 3 weeks | 4 -part narrative (Opening, build-up, problem, resolution) to be made into a book for reading corner. |
| Variety of traditional tales – Jack and The Beanstalk | Newspaper report | 2 weeks | Jack has been sent to prison for murder, newspaper report from his perspective pleading his innocence. To be used for display. |
| NA | Poetry – Kennings | 2 weeks | To be recorded for Dojo to show parents. |
| Traditional tale | Playscripts | 2 weeks | To be performed for the class. |
| Writing Assessment – 1 week | | | |
| **Summer Term** | | | |
| **Book** | **Genre** | **Weeks (7+6)** |  | |
| The Wrong Pong | Instructions | 2 weeks | To be used for display. | |
| Dragons / Egyptians (Non-fiction resources) | Information text | 2 weeks | To be made into a class non-fiction information booklet for the reading corner. | |
| NA | Persuasive Letter | 2 weeks | To be written to Mrs Clarkson – trip permission? Less school hours? Cancelling homework? | |
| The wrong Pong | Narrative | 2 weeks | Turned into a book to take home. | |
| Douglas Florien | Poetry Appreciation | 1 week | To be performed in class. | |
| Writing Assessment – 1 week | | | | |
| Move up, stay up transition – 2 weeks | | | | |

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| **Year 4**  **Writing Long-term Plan** | | | | |
| **Autumn Term** | | | | |
| **Book** | **Genre** | **Weeks (6+6)** | **Final piece and intended audience** | |
| Trapped (short story) | Narrative | 3 weeks | Write an adventure story - display | |
| Non-fiction text – Roman Soldier’s handbook | Non-chronological report | 3 weeks | Report on Roman soldiers (link to History) - photocopy and send home to parents for them to teach their parents | |
| Bill’s New Frock (Class Read book) | Diary | 2 weeks | Diary of a day in the life of Bill from when he wakes up – tweet the author | |
| Abandoned places images and clip from Wall-E | Setting description | 2 weeks | Setting description of an abandoned city – tweet some examples | |
|  | Poetry - Riddles | 1 week | Create their own riddle - read in phase assembly | |
| Writing Assessment – 1 week | | | | |
| **Spring Term** | | | | |
| **Book** | **Genre** | **Weeks (5+5)** | **Final piece and intended audience** | |
| The Raven by Edgar Allan Poe | Narrative Poetry | 1 week | Write own poem about a different bird based on ‘The Raven.’ - read to Class 3 | |
| Clips from Literacy Shed | Discussion Text | 2 weeks | Discussion about whether it would be best to live in the past or the future – photocopy and send home to discuss at home | |
| Little people, big dreams Rosa Parks/Amy Johnson or Malala Yousafzai | Narrative | 2 weeks | Write a story based on the life of a real person – tweet or give to real person | |
| Le Petit Cordonnier - The Little Shoemaker (Literacy Shed animation) | Persuasive leaflet | 2 weeks | Leaflet to persuade people to come to the Little Shoemakers shop - display | |
| I want my hat back by Jon Klassen | Playscript | 2 weeks | Create their own playscript for a simple picture book – read to Foundation class | |
| Writing Assessment – 1 week | | | | |
| **Summer Term** | | | | |
| **Book** | **Genre** | **Weeks (7+6)** | **Final piece** |
| The Wolf’s Story by Toby Forward | Narrative | 3 weeks | Alternative version of a traditional tale – read to a class that does a traditional tale |
| Room 13 (Class Read book) | Newspaper report | 3 weeks | Report on strange events in Whitby/discovery of a crypt – tweet to author of Room 13 |
| Volcanos non-fiction texts | Explanation text | 3 weeks | Write about volcanoes - make into a non fiction book to take up to next class. |
| Michael Rosen – selection of poems | Poetry appreciation | 1 week | Write a poem in the style of Michael Rosen – read in assembly |
| Writing Assessment – 1 week | | | |
| Move up, stay up transition – 2 weeks | | | |

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| **Year 5**  **Writing Long-term Plan** | | | | |
| **Autumn Term** | | | | |
| **Book** | **Genre** | **Weeks (6+6)** | **Final piece and intended audience** | |
| Road’s End | Narrative | 3 weeks | Add a tension/horror section to the school library using their work. | |
| Rosa Parks Bus Boycott | Newspaper report | 3 weeks | Tweet for Black History Month.  Read aloud in BHM closing assembly. | |
| Wallis and Gromit, Cracking Contraptions | Explanation text. | 3 weeks | Take home to parents hopefully to follow at home (recipe/instructions). | |
| N/A | Poetry | 1 week | To add to class charter – all about me/school cinquain poem. | |
| N/A | Persuasive  Writing | 2 weeks | To give to Mrs Clarkson. | |
| Writing Assessment – 1 week | | | | |
| **Spring Term** | | | | |
| **Book** | **Genre** | **Weeks (5+5)** | **Final piece and intended audience** | |
| Dean Man’s Cove | Recount | 3 weeks | To send/tweet to author of Dead Man’s Cove – Lauren St John | |
| N/A | Narrative – Alma | 3 weeks | To partner up with a Year 4 and read to them. | |
| N/A | Non-chronological report | 3 weeks | To add to non-fiction section of the library. | |
| Oh the Places You’ll Go – Dr Seuss | Poetry  Spoken/Rap | 1 week | To perform in assembly. | |
| Writing Assessment – 1 week | | | | |
| **Summer Term** | | | | |
| **Book** | **Genre** | **Weeks (7+6)** | **Final piece and intended audience** |
| Wonder | Diary | 3 weeks | To send to author of Wonder – R.J. Palacio |
|  | Discussion text | 2 weeks | To send to local MP. |
| Jungle Book | Narrative | 3 weeks | To be put up on display in the school. |
| Talking Turkeys – Benjamin Zephaniah | Poetry appreciation | 1 week | To record performances and post on Twitter. |
| Writing Assessment – 1 week | | | |
| Move up, stay up transition – 2 weeks | | | |

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| **Year 6**  **Writing Long-term Plan** | | | |
| **Autumn Term** | | | |
| **Book** | **Genre** | **Weeks (8+8)** | **Final piece and intended audience** |
| Read setting descriptions from a variety of books – Crater Lake | Narrative – setting descriptions | 2 weeks | Children write setting description based on their experience at PGL and the horror narrative ‘Crater Lake’. Take home for parents. |
| Variety of thank you letters. | Formal letter | 1 week | Write a formal letter to PGL to thank them for our weekend – send to PGL. |
| Little people big dreams (link to art) | 'The day I met’ recount | 1 week | Children will create self-portraits of people who inspire them (in style of ‘little people, big dreams’ book covers). This writing will then be on the back of the self-portraits. |
| When the sky falls and Anne Frank Diary | Diary | 2 weeks | Children write a diary entry as if they are an evacuee during WW2.  Writing displayed outside Y6 classroom. |
| Matilda | Character description – narrative | 2 weeks | Children given two contrasting characters – Miss Honey and Miss Trunchbull. Create wanted posters for our reading corner. |
| Mock SATS - 1 week | | | |
| SPAG – 1 week | | | |
| Writing Assessment – 1 week | | | |
| **Spring Term** | | | |
| **Book** | **Genre** | **Weeks (5+5)** | **Final piece and intended audience** |
| The Piano – short film, literacy shed. | Narrative | 2 weeks | Children re-write the short film ‘The Piano’  Take home as a story to share with parents. |
| Trip advisor reviews | Hotel review | 2 weeks | Children write a negative, informal hotel review.  Link to digital literacy computing unit – create using publisher and print for books. |
| Trip advisor reviews | Formal letter of complaint | 2 weeks | Children write a formal letter of complaint for the same hotel as their online review – focus on change in formality. |
| Non-fiction animal texts | Non-chronological report | 2 weeks | Reports put into the non-fiction section of our library. |
| Writing Assessment – 1 week | | | |
| Mock SATS week – 1 week | | | |
| **Summer Term** | | | |
| **Book/inspiration** | **Genre** | **Weeks (7+6)** | **Final piece and intended audience** |
| Franic short film – literacy shed. | Narrative | 2 weeks | Re-write the short film ‘Francis’.  Children create front book covers for story to take home. |
| Look at ‘Zoo’ - Anthony Brown | Discussion text – should wild animals be kept in captivity? (Also verbal debate) | 2 weeks |  |
|  | TBD | 2 weeks |  |
|  | TBD | 2 weeks |  |
| Robert Louis Stevenson – various  Monologues | Poetry appreciation | 2 week |  |
| Writing Assessment – 1 week | | | |
| Move up, stay up transition – 2 weeks | | | |