

Eastfield Primary School



Writing Long Term Curriculum Plan 2019-2020

Long Term Plan for Writing Curriculum

Key Stage 1
Year 1 Programme of Study

The programme of study in Year 1 will focus on showing cohesion by sequencing events to form a short cohesive narrative, demonstrating sequence and logic. They will show a clear understanding of the purpose they are writing for. The key drivers for the Year 1 programme of study are a weekly focus on developing accurate use of punctuation including capital letters at the start of sentences and for names and places, full stops and beginning to use question marks at the ends of sentences and clear finger spaces that mimic letter size. Pupils will be taught to use a range of simple coordinating conjunctions such as 'and' and 'but.' We endeavor for pupils to leave Year 1 equipped with the skills to independently compose a range of sentences.

Pupils should be taught to write sentences by:

- thinking out loud what they are going to write about
 - composing a sentence orally
 - re-reading what they have written to check that it makes sense
 - sequencing sentences to form short narratives
- To discuss what they have written with the teacher or other pupils
 - To read aloud their writing clearly enough to be heard by their peers and the teacher

As Year 1 teachers we will:

- Carefully craft a sequence of learning within our genres that provides the best outcome for all pupil groups.
- Model how re-reading sentences allows you to check for sense.
- Use the daily teaching of phonics to support pupils with their spelling and model daily the application of phonics within writing.
- Create a learning environment that promotes a love of writing, providing experiences that will stimulate imaginative ideas for a range of genres. This will include role play, discussion and first hand experiences.
- Enhance the link between reading and writing, as avid readers will become the best writers. We will immerse pupils in a wide variety of stories so that they imitate the structure and vocabulary in their own writing.
- Encourage pupils to see themselves as writers by giving them the tools to succeed. This will involve us modelling ways to plan and organise text using key word lists, story plans and drafts.
- Work collaboratively with pupils to create shared pieces of work. This will give them the confidence to then write independently.



Year 1	Narrative	Non-Fiction	Poetry	Recount	Instructions
<p>Writing</p>	<p>Year 1 pupils will begin their narrative journey in the autumn term by learning familiar stories, using signifiers and story maps to support them. Pupils will then use their plans and story maps to sequence sentences to form a short narrative such as the beginning of a story. Pupils will build upon their narrative skills during the spring term by being guided to write a story that includes more story language and will begin to innovate by changing an element of a story such as adding an imaginary setting, using plans to help them. Pupils will move onto writing a short narrative diary, depicting a day in the life of someone else during the summer term.</p>	<p>Year 1 pupils will begin to develop their skills for non-fiction writing by being exposed to the different writing style used for non-fiction writing by looking at examples of non-fiction texts. Pupils will write simple labels, lists and captions during the autumn term before moving on to writing a simple fact file on something familiar to them such as an animal or themselves. To support them in this, pupils will look at examples and how they are set out. Pupils will practise asking questions and writing question marks to present information before using a simple plan to write a fact file. Pupils will develop their non-fiction writing skills during the spring term by writing a non-chronological report. During the summer term pupils will explore glossaries by writing their own definitions for words.</p>	<p>Year 1 pupils will begin to develop their poetry writing skills by enjoying listening to and reciting poems and rhymes. Pupils should be able to discuss what they enjoy or dislike about a poem. Pupils will begin to pick out the rhyming words they can hear within a poem. Pupils will use models and examples to write a simple poem that follows a given theme such as an animal or colour and will include appropriate adjectives. Pupils will begin to use some simple alliteration such as 'pink pig.'</p>	<p>Year 1 pupils will be given a real-life experience to allow them to sequence events in the correct order. Pupils will be supported to understand the correct tense for writing a recount by orally rehearsing their sentences. Pupils will progress onto using a modelled plan including why, when, where, who and what to retell an event. Pupils will be exposed to simple adverbs of time, some may be used within pupils recounts.</p>	<p>Year 1 pupils will look at real-life examples of instructions and will be guided to pick out the features. Pupils will begin to write a simple set of instructions following a modelled example that includes a title and 2/3 instruction points in the correct order, using numbers or bullet points. Pupils will also be exposed to a 'You will need' list and some may begin to use one within their instructions.</p>

Key Stage 1

Year 2 Programme of Study

The programme of study in Year 2 will focus on pupils showing cohesion by displaying that they can maintain an idea across a piece of writing and will apply genre specific techniques to their writing. The key drivers for the Year 2 programme of study are pupils being supported to make simple additions, revisions and improvements to their writing. There will be a weekly focus on developing accurate use of familiar punctuation including capital letters at the start of sentences and for names and places and full stops as well as being introduced to exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). Pupils will continue to use a range of simple coordinating conjunctions and will be taught to use a range of subordinating conjunctions such as 'because' and 'when.' We endeavor for pupils to leave Year 2 equipped with the skills to independently write across a range of genres and make improvements to their own writing.

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

As Year 2 teachers we will:

- Carefully craft a sequence of learning within our genres that provides the best outcome for all pupil groups.
- Use the daily teaching of phonics to support pupils with their spelling and model the application of phonics within writing.
- Create a learning environment that promotes a love of writing, providing experiences that will stimulate imaginative ideas for a range of genres. This will include role play, discussion and first hand experiences.
- Immerse the children in a wide variety of fiction and non-fiction text to enhance the links between reading and writing so that they become innovators-altering the content to fit their own writing needs.
- Model different ways to plan and organise text. This may involve generating, organising, drafting and editing in order to create a final piece.
- Encourage the children to work collaboratively to plan, create and edit pieces of writing in order to enhance independent writing skills.



	Narrative	Non-Fiction	Poetry	Recount	Instructions
Year 2 Writing	<p>Year 2 pupils will build on the narrative skills they learnt in Year 1 by continuing to retell a simple known story or fairy-tale. Pupils will continue to plan from known models and will begin to rewrite using plans. However, by the end of the school year pupils will write stories that include an opening, build up, problem and resolution within their stories. The opening will include details about character, setting, time of day, weather etc. The ending will be developing into a section rather than a sentence and may include how the character feels.</p> <p>Pupils will change elements of the original story and innovate by changing the character/setting or problem.</p> <p>The detail and embellished sentences are developing with a range of sentences and will include expanded noun phrases.</p> <p>Pupils will apply their narrative skills through a range of activities such as letter writing and diaries in character.</p>	<p>Year 2 pupils will build on the non-fiction writing skills they began to develop in Year 1 to write a simple non-fiction report which is linked to a real event such as a science experiment. It will include relevant key information and may be supported by diagrams, pictures and lists.</p>	<p>Year 2 pupils will continue to use models and examples to write a poem but will begin to adapt elements, using repetition or may write a new verse.</p> <p>Pupils will choose their own vocabulary which will be becoming more appropriate such as using humour in a limerick. Pupils will use their own rhyming words and simple similes which use 'like a.'</p>	<p>Year 2 pupils will work from a modelled example to produce a diary or retelling of an event using a plan. The tense will be consistent, staying in the past tense throughout.</p> <p>The recount will be developed into sections but may be based on a model /frame. Year 2 pupils will be using a wider range of adverbs of time throughout their recounts.</p>	<p>Year 2 pupils will write a simple set of instructions containing at least 4 points which will be sequenced in the correct order. It will build upon their Year 1 knowledge to be more structured and organised and use steps and bullet points. It may include facts and headings and will use appropriate verbs.</p>



Lower Key Stage 2
Programme of Study

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others’ writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Year 3 Writing	Narrative	Recount	Explanation	Non-chronological Report	Poetry	Instructions
	Adventure, mystery and suspense. Stories set in familiar settings. Plan own story based on clear model. Invent new characters or events based on original. Write a narrative with a clear structure, settings, characters and plot. Use well-chosen adjectives for descriptive effect. Experiment with similes. May use humour.	Journalistic – formal newspaper report Can retell an event in clear sequence and using adverbials of time and suitable conjunctions. Past tense (mainly); third person; ‘W questions’ answered; accurately punctuated sentences. Uses carefully chosen words to add interest. Tense and person consistent. Writing is	After oral rehearsal and practical application children can produce simple explanation using teacher model. Can use teacher modelled example to plan and create own explanation. Can create diagrams and flow charts to explain process in	Can write simple report in sections which may be focused on cross-curricular element. Text includes relevant key information and may be supported by diagrams, pictures and lists. Writing has clear tone and informs reader. It may draw attention to particular points. Can apply features of genre to compose own report. Has clear style and use of language to inform the reader.	<u>Haiku</u> (a Japanese poem of seventeen syllables, in three lines of five, seven, and five) <u>Cinquain</u> (5-line poem. Cinquains are compact and loaded with descriptive language) Chooses and writes vocabulary for effect to suit the theme. Similes and	Can plan and organise so that the writing clearly meets the intention. Write set of instructions or procedures with points which are clearly organised and easy to follow. May include facts, lists, bullet points and additional information or tips for the reader.

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	<p>May use boxing-up for sections. 5-part story evident. Resolution should link with the problem and ending should link with start.</p>	<p>organised into sections and chronology. Attempts to use a 'hook' to engage reader. Writing is cohesive and has clear sense of audience and purpose. Impersonal, objective tone.</p>	<p>cross-curricular subject. They use notes and teacher examples to inform writing.</p>		<p>alliteration may be used for effect. Invent new similes and experiment with word play; Use powerful adjectives and verbs; Experiment with alliteration and Onomatopoeia; Write free verse; Borrow or create a repeating pattern.</p>	<p>Tone is evident in relation to audience. Can apply key features of instructional and procedural texts to range of contexts.</p>
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Year 4 Writing	Narrative	Persuasive	Explanation	Biography	Poetry	Playscripts
	<p>Adventure, mystery & suspense</p> <p>Mythical stories Plans own story based on clear model. May invent new characters or events based on original. Paragraphs demonstrate shifts in time and place. Opening has description and action. Uses precise language which may include words for effect or alliteration, similes. May use humour and tone is developed. May use boxing up for sections. 5-part story evident. Resolution should link with the problem and ending should link with start. The ending should include a reflection on events or characters. Stories are adapted for the intended audience. May use generic theme but is able to apply story pattern using their own ideas, e.g., a 'warning story'. Box-up independently and has secure grasp of language for effect.</p>	<p>Formal, persuasive arguments</p> <p>After modelling response through drama, discussion and role play they are able to write persuasively. May be in form of letter to parent – begin to use some key features or a poster for a new product. Begins to demonstrate how one point links to another and decide through written form which point is the most important.</p>	<p>After oral rehearsal and practical application children can produce explanation.</p> <p>Can use teacher modelled example to plan and create own explanation. Can create diagrams and flow charts to explain process in cross curricular subject</p>	<p>Uses adverbials and conjunctions to link ideas and vary sentence structures. Pupils are taught to effectively plan. Can work from modelled example to produce own biographies.</p> <p>Tense is consistent – ie stays in past tense throughout (possible present / future at the end). Writing is developed into sections, based on model /frame</p> <p>Uses carefully chosen words to add interest. Tense and person consistent. Writing is organised into sections and chronology. Attempts to use a 'hook' to engage reader. Have consistent agreement with use of pronouns.</p> <p>Writing is cohesive and has clear sense of audience and purpose.</p>	<p>Onomatopoeia Imagery Learn & perform</p> <p>Use similes to build images in own writing; Write free verse; Use a repeating pattern; Experiment with simple forms; Comment on the use of similes and expressive language to create images, sound effects and atmosphere; Discuss and understand form and effect and implement in own poem.</p>	<p>Conventions of written playscripts are explored. Pupils plan and develop their own playscript based on modelled examples. Playscripts to include: Stage directions; Scene description; Narrator; Characters; Colons after characters' names; Lines to convey character / advance the action</p>



Upper Key Stage 2
Programme of Study

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précisising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Year 5 Writing	Narrative	Non-chronological Report	Persuasion	Argument	Poetry	Biography
	Pupils will plan, write and edit a 5-part suspense and mystery story. Narratives will include: developed characters, integrating dialogue to convey character; rich description; intentional development of suspense; dialogue to advance the action; well-rounded	Pupils will collect information to plan and write a non-chronological report. Clear style and use of language to inform the reader. Diagrams, grids, labels, sub-headings and other organizational features should be used to aid the reader. Report in sections which may be focused on cross curricular element.	Organised points into most relevant for effect and create strongest argument. Hook reader in by adapting form and using an array of persuasive devices. Can write in persuasive style for a different context than that what has been modelled. Uses range of	Can structure an argument effectively (persuasive) and communicate both sides of an issue (balanced argument). Uses range of persuasive language and adapts and improves language so it more effective. Link ideas across	Explore the conventions of narrative poetry. Describe impact of poetry and explain own interpretations. Use carefully and precisely chosen language to create powerful imagery and develop atmosphere. Use simile and metaphor to build images for effect; expressive language to	Writing is cohesive and has clear sense of audience and purpose. It is chronological, vocabulary and detail is chosen specifically to engage and add interest. Secure use of paragraphs and cohesion across the whole text. Use a variety of ways to open texts and draw reader in and make the

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	<p>resolution and ending. Stories must be lively and engaging for the reader with development within paragraphs and over the full piece.</p>	<p>Writing has clear tone and informs reader. It should draw attention to particular points / sections and have impersonal style.</p>	<p>persuasive language and adapts and improves language so it more effective Know and apply the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) as in, <i>'If I were you'</i>.</p>	<p>paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence).</p>	<p>create images, sound effects and atmosphere. Write free verse; use a repeating pattern; experiment with simple forms. Use carefully observed details and apt images to bring subject matter alive (personification); avoid cliché in own writing; write free verse; use or invent repeating patterns; attempt different forms, including rhyme and humour. Discuss and understand form and effect and implement in own poem.</p>	<p>purpose of the writing clear. Link ideas within and across paragraphs using a full range of conjunctions. Use rhetorical questions to draw reader in. Use carefully chosen, precise language to add interest. Tense and person consistent. Writing is organised into sections and chronology. Attempts to use a 'hook' to engage reader. Have consistent agreement with use of pronouns. Writing has clear sense of audience and purpose.</p>
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	<u>Narrative</u>	<u>Recount</u> (Diary)	<u>Recount</u>	<u>Explanation</u>	<u>Poetry</u>	<u>Persuasion</u>
Year 6 Writing	<p>Pupils will plan, write and edit a 5-part adventure story. Narratives will include: well-developed characters; rich description; development of atmosphere; flashback; dialogue to advance the action; well-rounded resolution and ending. Stories must be lively and engaging for the reader. (WW2 flashback - full narrative, Sci-Fi / mythical - section of a narrative)</p>	<p>Pupils will write, edit and improve diary entries incorporating: Emotive language, precise description, 1st person, past>present>future tense, powerful imagery, historical detail. The tone will be highly emotive. (WW2 soldier / evacuee; Theseus - Greek Myths)</p>	<p>(Newspaper Reports)</p> <p>Pupils will plan, write, edit and improve a newspaper article. Past tense (mainly), Third person, 'W questions' answered, accurately punctuated quotations from, e.g., bystanders, technical vocabulary. (WW2 Dunkirk Report)</p>	<p>Pupils will plan, write, edit and improve a clear explanation text. This will include: Precise, technical vocabulary, science knowledge, impersonal language, sub-headings, organisational features, statistics.</p> <p>The tone will be precise, impersonal and clear. (Water Cycle, Creature classification)</p>	<p>Pupils will be taught to use poetic devices such as: personification, metaphor, simile, assonance, alliteration, repetition and rhythm. Use expressive language to create powerful images, sound effects and atmosphere.</p> <p>The tone will be emotive and powerful, evoking powerful imagery. (WW2 Blitz poems)</p>	<p>Pupils will be taught to use devices such as: rhetorical questions, hyperbole, precise adjectives, slogans and wordplay to write a highly persuasive piece. The tone will be lively and engaging. (Theme Park, Holiday brochure, WW2 recruitment speech)</p> <p><u>Formal Persuasive Letter</u> of Complaint The tone will be highly formal using appropriate style and format conventions of a letter.</p>



Writing at a Glance at Eastfield Primary School						
	Autumn		Spring		Summer	
Year 1	<u>Non-fiction:</u> Labels, Lists and Captions <u>Narrative:</u> Simple retell of a familiar story	<u>Narrative-</u> Retell of a familiar story <u>Poetry</u> – Adjectives <u>Non- Fiction:</u> Factfile	<u>Non-Fiction:</u> Non-Chronological Reports – Toys <u>Narrative:</u> Retell well-Known Stories - Lost in the Toy Museum	<u>Recounts</u> <u>Narrative</u> – Mimic significant authors <u>Poetry</u> <u>Instructions</u>	<u>Non-Fiction:</u> Glossaries and Present Information	<u>Narrative:</u> Dairies and Stories with imaginary settings <u>Poetry</u>
Year 2	<u>Narrative:</u> Write stories with imaginative settings <u>Poetry:</u> Limerick and nonsense	<u>Non Fiction:</u> Non chronological reports <u>Recounts:</u> Diary	<u>Instructions</u> <u>Narrative</u> – Letter Writing as character and diary entries	<u>Non-Fiction:</u> Glossaries <u>Narrative:</u> Mimic significant authors	<u>Narrative:</u> Familiar Setting (SATS)	<u>Recounts</u> <u>Narrative:</u> Fairy Stories and Traditional Tales <u>Poetry</u>
Year 3	<u>Biographies</u> <u>Recount</u> <u>Newspaper reports</u>	<u>Poetry:</u> Haiku & Cinquain <u>Narrative:</u> Adventure stories				
Year 4	<u>Journalistic</u> <u>Poetry:</u> imagery	<u>Balanced Argument</u> <u>Narrative</u>				
Year 5	<u>Narrative:</u> character and setting description <u>Poetry:</u> narrative poetry	<u>Persuasive letter</u> <u>Instructions</u>	<u>Narrative:</u> 5-part mystery story Biography	<u>Non-chronological Reports</u>	<u>Newspaper</u> <u>Argument</u>	<u>Playscript</u> <u>Poetry</u>
Year 6	<u>Persuasive writing</u> <u>Poetry:</u> WW2 focusing on powerful imagery & emotive language	<u>Recount</u> (Diary) <u>Narrative:</u> (5-part flashback story)	<u>Explanation Texts</u> <u>Informal Writing</u>	<u>Persuasive Advert</u> <u>Formal Letters</u>	<u>Scientific Report</u> <u>Diary entry</u> from a character’s perspective	<u>Narrative:</u> description and imagery

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