



English long-term plan - Summer term

Writing

	Half term 1		Half Term 2	
Year	Genre	Skills	Genre	Skills
R		I can write a simple sentence	Writing about myself	Spelling simple words
Year 1	Information texts Adventure stories	Writing a fact sheet about a place Writing a complete story with beginning, middle and end	Pattern and rhyme in poetry Composing fiction about life in another contrasting location	Writing based upon the Katie Morag experiences Writing based upon Yoki and the Parno Guy
Year 2	Recount Story linked to class book Non chronological report	Write a narrative about a personal experience which includes other people. Based on weekend news. - plan or say out loud what they are going to write about write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence - re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Persuasive Instructions linked to science	Create informative poster about climate change and effects on the ocean linking to class book. Simple persuasive piece based on topic work or personal interest. Based on class book 'The Lost Whales' by SJ King. - write for different purposes

	linked to Geography	<ul style="list-style-type: none"> - proofread to check for errors in spelling, grammar and punctuation - write for different purposes - write down ideas and/or key words, including new vocabulary - use sentences with different forms: statement, question, exclamation, command - Use opening statements and subheadings 		<ul style="list-style-type: none"> - encapsulate what they want to say, sentence by sentence - use expanded noun phrases to describe and specify - use coordination (using or, and, or but) - use subordination (using when, if, that, or because)
Year 3	<p>Recount</p> <p>Story linked to class book</p> <p>Non chronological report linked to Geography</p>	<p>Write the same event in a variety of ways in the third person e.g as a story, letter, news article - linked to Weekend news.</p> <ul style="list-style-type: none"> - discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - compose and rehearse sentences orally (including dialogue) - use and punctuate direct speech (including punctuation within and surrounding inverted commas) - discuss and record ideas - in non-narrative material, use simple organisational devices (headings & subheadings) -include comparison and contrast 	<p>Persuasive</p> <p>Explanation linked to science</p>	<p>Create persuasive poster about climate change and effects on the ocean linking to class book. Write a persuasive letter. Begin to link points together selecting style and vocabulary appropriate to the reader.</p> <ul style="list-style-type: none"> - discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - in non-narrative material, use simple organisational devices (headings & subheadings,

				<p>diagrams and flow charts)</p> <ul style="list-style-type: none"> - organise paragraphs around a theme
Year 4	<p>Write in role from different perspectives (Roman and Iceni) linked to History</p> <p>Write a comparative report on two accounts of the Iceni uprising based on notes taken in History lessons</p>	<ul style="list-style-type: none"> - Describe characters to provoke sympathy / dislike in the reader - Use exaggeration for effect - Write in first person - Use technical vocabulary learned in History - Use subordinating clauses to create complex sentences - Use expanded noun phrases for greater detail in descriptions - Apostrophes to mark singular and plural possession (e.g. the queen's daughter, the Celts' weaponry) - Use of commas after fronted adverbials (e.g. Later that day, the messenger returned.) 	<p>Write a report on the same subject in a variety of ways (story, TV news script, letter) - linked to Science (plants)</p> <p>Plan and write a story where the narrator faces a problem</p>	<ul style="list-style-type: none"> - Organise paragraphs around a theme - In non-narrative material, use simple organisational devices (headings & subheadings) - Appropriate choice of pronouns or nouns within a sentence to avoid ambiguity - Use and punctuate direct speech (including punctuation within and surrounding inverted commas) - Discuss and record ideas
Year 5	<p>Write a story with clear narrative voice (Roman and Iceni) linked to History</p> <p>Plan, compose,</p>	<ul style="list-style-type: none"> - Vary vocabulary, style and tone to show two clear, distinct narrative voices - Use formal and informal language - Use technical vocabulary learned in History - Use subordinating clauses to create complex sentences - Use embedded clauses (with commas) to add detail 	<p>Adapt writing for different audiences - linked to Science (plants)</p> <p>Plan and write a non-linear story</p>	<ul style="list-style-type: none"> - Use formal and informal language - Adapt complexity and content to age of audience - Use dialogue to build character and move the action forward.

	edit and refine a non-chronological comparative report on two accounts of the Iceni uprising, focusing on clarity and conciseness	- Indicate degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	e.g. flashbacks and parallel narratives - where events are portrayed simultaneously	- Use and punctuate direct speech (including punctuation within and surrounding inverted commas) - Discuss and record ideas
Year 5	Instructions, Stories/narratives, Newspapers, Arguments	To use the subjunctive form To use modal and imperative verbs To use relative clauses To use cohesive devices To use active and passive voice To write instructions, arguments and stories with two narrators	Stories/narratives Recounts Persuasive Writing	Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward. Practice writing a recount with word limits, so that the pupils are forced to consider the precise level of formality required. Draft and write a persuasive letter for a real purpose

