



Springhill Catholic Primary School
Whole School Long Term Plan
Subject: Writing



Writing overview	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUT 1	<p>Write Dance</p> <p>Developing gross motor skills to develop the fine motor skills which children need to write.</p> <p>Pre-writing skills</p> <p>PRE-WRITING LINE DEVELOPMENT FOR KIDS</p> <p>Drawing Club (discussion based) Talk through stories – Ruby's Worry Ravi's Roar Slow Sampson Room on the Broom</p> <p>Nursery Rhymes Twinkle Twinkle 1,2,3,4,5 once I caught a fish alive Incy wincy spider</p>	<p>Fiction Repetitive sentences (1 week)</p> <p>Retell Smartest Giant in Town (2 weeks) Dear Zoo (2 weeks)</p> <p>Writing skills: -CL, FS -openers</p> <p>Assessment piece: Whatever Next retell</p> <p>Non-fiction Letters to the giant (1 week) to the zoo (1 week)</p> <p>Writing skills: -CL, FS -openers</p>	<p>Fiction Retell The Boy Who Unplugged the Sea (2 weeks)</p> <p>Setting/character Description Pattan's Pumpkin (2 weeks)</p> <p>Writing skills: -CL, FS -co-ordinating conjunctions (and, but, so)</p> <p>Assessment piece: Little Red and the Very Hungry Lions</p> <p>Non-fiction Eye witness account Great Fire of London (2 weeks)</p> <p>Writing skills: -CL, FS -co-ordinating conjunctions (and, but, so)</p> <p>Cross-curricular links- history</p>	<p>Fiction Adventure/ quest stories focusing on setting and character description (4 weeks) Based on the picture book <i>'The Star in the Forest'</i> by Helen Kellock</p> <p>Writing skills: Descriptive Techniques -Appropriate adjectives -Appropriate adverbs -Describe characters (2 sentences) -Describes settings (2 sentences)</p> <p>Assessment piece: innovate Maisie and Pip's adventure using descriptive techniques</p> <p>Non-fiction Non-chronological report (3 weeks) Based on pre-historic Stone Age animals</p> <p>Writing skills: - Which/ because - And, but, so, if, when</p> <p>Cross-curricular links- history</p>	<p>Fiction Adventure/ quest stories focussing on setting and character description (4 weeks) Based on the picture book <i>'The Lost Happy Endings'</i> by Carol Ann Duffy</p> <p>Writing skills: Descriptive Techniques -Appropriate adjectives -Appropriate adverbs -Similes -Sentences of three (description) -Emotion through action</p> <p>Assessment piece: Innovate the story</p> <p>Non-fiction Recounts- diaries (4 weeks) Based on 'The Clockwork Crow' by Catherine Fisher</p> <p>Writing skills: -Conjunctions -Drop in clauses</p>	<p>Fiction Setting, character description (2 weeks) Based on the picture book 'FARThER' by Grahame Baker-Smith</p> <p>Writing skills: Descriptive Techniques -Similes -Metaphors -Personification -setting description -Sentences of three (description)</p> <p>Non-fiction Non-chronological report (3 weeks) Based on the science topic from autumn 1 (Earth and Space)</p> <p>Writing skills: -Relative clauses (who/which/that/whose) - Dashes and brackets for parenthesis -Precise nouns and verbs -Non-fiction structural features to navigate the reader</p> <p>Assessment piece: Free choice report about a 'space' element of their choice.</p> <p>Cross-curricular links- science</p> <p>Persuasion (2 weeks) Based on The Boy at the Back of the Class – refugee focus. Chn write formal letters to their MP to be delivered on Parliament trip</p> <p>Writing skills -Making links within and between paragraphs - Vocabulary choices for effect (emotive)</p> <p>Assessment piece: Chn write a formal letter to Mrs Ashworth/MP/prime minister, council on topic of their choice - CST LINK</p>	<p>Fiction Thriller stories focusing on setting/ character description and atmosphere (4 weeks) Based on the picture book <i>'The Viewer'</i> by Gary Crew</p> <p>WTS group- Hansel and Gretel by Anthony Browne</p> <p>Writing skills: Descriptive Techniques- setting description - Vocabulary for effect - Similes and metaphors - Personification - Emotion through action</p> <p>Assessment piece: Children will innovate the story</p> <p>Fiction Historical fiction- focus on setting/ character description and atmosphere (3 weeks) Based on Street Child and extracts from Charles Dickens</p> <p>Writing skills: Variety of sentence types for pace - short sentence for effect - drop in clauses - sentences of three - subordinate clauses</p> <p>D.A.D (including speech punctuation)</p> <p>Cross-curricular links- history</p>
Technical Vocabulary/ SPAG	Taken from the <i>Talk Through Stories</i> texts	Sentence, full stop/ capital letter, plural noun suffixes (-s, -es), sentence openers, capital letter for personal pronoun 'I', conjunctions (and, but, so)	Noun, proper noun, plural noun suffixes (-s, -es) prefix – un, adjectives, expanded noun phrases, joining sentence with 'and', capital letter for names and for personal pronoun 'I'	Formation of nouns using a range of prefixes (super/ auto/ anti) Nouns and Pronouns, a /an, consonants and vowels, there/their, homophones, adverbs, past tense, subordinate clauses	Adjectives, adverbs, nouns, verbs, noun phrases, prepositional phrases, clauses, commas (in a sentence of three)	Word class, including prepositions (description in FARThER work) Semi-colons between clauses in a Sof3? Modals and adverbials to show degrees of possibility (surely, perhaps, of course, certainly, undoubtedly etc) – Parliament letter Relative clauses and relative pronouns (Space report) Brackets/ dashes for parenthesis (Space report)	Word class (noun, adverb, verb, adjective, determiner) Basic punctuation (!? . ,) Subordinating and coordinating conjunctions Apostrophes (contraction and possession) Modal verbs



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						Converting nouns or adjectives into verbs using suffixes (for example, –ate; –ise; –ify) Verb prefixes [for example, dis–, de–, mis–, over– and re–]	
AUT 2	<p>Letter formation (order of teaching) c a o d g e q s r n m b p h k u y v w i l f t j x z</p> <p>Drawing Club (discussion based)</p> <p>Talk through stories – Elmer Hugless Douglas Handa’s Hen My Monster and Me</p> <p>Nursery Rhymes Ring a ring o roses Pussycat Pussycat Three blind mice</p>	<p>Fiction Retell The Three little Pigs</p> <p>Character description: The wolf (2 weeks)</p> <p>The Enormous Turnip innovation (2 weeks)</p> <p>Writing skills -CL, FS -and</p> <p>Assessment piece: The Jolly Postman</p> <p>Non-fiction Diary entry –Victorian seaside (1 week)</p> <p>Writing skills -CL, FS -and</p> <p>Cross-curricular links- history Assessment piece: letters to Santa</p>	<p>Fiction Setting/character description and retell The Dragon Machine (2 weeks)</p> <p>Writing skills: -CL, FS -co-ordinating conjunctions -subordinating conjunctions (when, if, because) -questions</p> <p>Non-fiction Non-chronological report Habitats (3 weeks)</p> <p>Writing skills -CL, FS -co-ordinating conjunctions -subordinating conjunctions (when, if, because) -questions</p> <p>Cross-curricular links- science</p>	<p>Fiction Setting and character description (2 weeks) Based on the book ‘The Owl who was Afraid of the Dark’ by Jill Tomlinson. Focussing particularly on the description of...</p> <p>-Owl description -Night sky description -Fireworks</p> <p>Writing skills Descriptive Techniques -Appropriate adjectives -Appropriate adverbs -Describe characters (2 sentences) -Describe settings (2 sentences)</p> <p>Non-fiction Instructions (3 weeks) How to build a bonfire. Based on the book ‘The Owl who was Afraid of the Dark’ by Jill Tomlinson</p> <p>Writing skills -Commas in a list -Appropriate openers -Commas after openers</p> <p>Cross-curricular links- art/ DT</p> <p>Assessment piece: Children will write their own set of instructions based on something practical they have done in school (art/ DT)</p> <p>Persuasive letters (2 weeks) Based on the book ‘The Owl who was Afraid of the Dark’ by Jill Tomlinson Persuading Plop to be brave</p> <p>Writing skills -Commas in a list -Appropriate openers -Commas after openers</p>	<p>Fiction Setting and character description (including a descriptive diary entry) (4 weeks) Based on the book ‘The Firework-maker’s Daughter’ by Philip Pullman Focussing particularly on the description of...</p> <p>-Razvani and his Grotto - Fire-fiends - Mount Merapi - Lila’s journey</p> <p>Writing skills: -Fronted adverbials -Conjunctions (FANBOYS)</p> <p>Non-fiction Non-chronological report (1 week) Based on Guy Fawkes and the history of November 5th</p> <p>Writing skills: -Fronted adverbials -Commas after openers</p> <p>Instructions (2 weeks) Based on the book ‘The Firework-maker’s Daughter’ by Philip Pullman (Children will write instructions for how to summon the water goddess)</p> <p>Writing skills -Conjunctions -Precise nouns -Precise verbs</p> <p>Assessment piece: Children will write their own instructions based on the next part of the book- how to retrieve the royal sulphur</p>	<p>Fiction Historical Fiction (4 weeks) Based on the book ‘Goodnight Mr Tom’ by Michelle Magorian</p> <p>Writing skills: - Recap descriptive techniques - Fronted adverbials -Making links within and between paragraphs using tense changes - dialogue</p> <p>Assessment piece: Children will write their own adventure story based on GMT/WTSF</p> <p>Cross-curricular links- history</p> <p>Newspaper reports (3 weeks) based on the book ‘When the Sky Falls’ by Phil Earl</p> <p>Writing skills: - parenthesis - making links within and between paragraphs using tense -making links within and between paragraphs using adverbials of time</p>	<p>Non- Fiction Non-chronological reports/ explanation texts (4 weeks)</p> <p>Based on crime and punishment in the Victorian era</p> <p>(GD group- Horrible Histories) (WTS group- Flanimals project)</p> <p>Writing skills - Commas (if secure, move onto higher level punctuation) Higher level punctuation -brackets and dashes for parenthesis - dashes for an afterthought - ; / : clauses</p> <p>Non-chronological reports (3 weeks) Based on Christmas elves</p> <p>(GD group- formal biographies about the life of Queen Victoria)</p> <p>Writing skills Cohesive devices to make links within and between paragraphs -openers -adverbials (time/ place) -conjunctions (subordinating/ coordinating) - pronouns - synonyms</p> <p>Cross-curricular links- history</p> <p>Assessment piece: Children will write their own report on Victorian Christmas traditions following our ‘Victorian Christmas’ theme day.</p>
Technical Vocabulary/ SPAG	Taken from the <i>Talk Through Stories</i> texts	Suffixes where root word needs no changes (help, helping, helper), conjunctions (and, but, so), capital letter for days of the week and months of the year	Suffixes where root word needs no changes (help, helping, helper), verbs, question marks exclamation marks	Conjunctions/ adverbs / prepositions (time, place and cause), suffixes (root word ends in ‘y’ with more than one syllable), conjunctions, suffix root word ends in ‘le’, root word ends in ‘ic’ or ‘al’ , present tense, apostrophes	Adverbials, commas after fronted adverbials, precise nouns and verbs, subordinating and coordinating conjunctions,	Determiners Parenthesis – focus on commas Past perfect tense for cohesion (Earlier that day, Willie and Zach had ventured to...) Speech punctuation	All uses of commas, paragraphs adverbial phrases, noun phrases, prepositional phrases, sentence types, synonyms and antonyms, coordinating/ subordinating conjunctions



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<p>SPR 1</p>	<p>Talk through stories – Billy and the Dragon One Snowy Night Perfectly Norman Stick Man</p> <p>Nursery Rhymes Baa baa black sheep Humpty Dumpty 5 currant buns</p>	<p>Fiction Innovate Little Red Riding Hood and the (2 weeks)</p> <p>Character description The wolf/ Gruffalo (2 weeks)</p> <p>Writing skills: - CL, FS - openers</p> <p>Assessment piece: Character description troll</p> <p>Non-fiction Diary entry The Good Samaritan (1 week)</p> <p>Non-chronological report Wolves (2 weeks)</p> <p>Writing skills: - CL, FS - openers</p> <p>Cross-curricular links- RE</p> <p>Poetry Week Winter poem (1 week)</p>	<p>Fiction Character description Snow White in New York (2 weeks)</p> <p>Writing skills: -CL, FS -co-ordinating conjunctions -subordinating conjunctions - commas in a list for GDS</p> <p>Non-fiction Letter The Day the Crayons Quit (2 weeks)</p> <p>GDS – Leaflet Road safety for FS children</p> <p>Writing skills: -CL, FS -co-ordinating conjunctions -subordinating conjunctions - commas in a list for GDS</p> <p>Assessment piece: Letters</p> <p>Poetry Week Winter poem (1 week)</p>	<p>Fiction Mystery stories (3 weeks) Based on a Mystery at the Palace</p> <p>Writing skills - 3 sentences same idea (paragraphs) -?/ ! -Sentences of three (action)</p> <p>Assessment piece: Children will write their own mystery story based on a similar structure</p> <p>Non-fiction Recount: Diaries (2 weeks) RE link</p> <p>Writing skills: -Conjunctions Name, pronoun, name</p> <p>Cross-curricular links- RE</p> <p>Poetry Week (1 week) Alphabet poems themed around winter</p>	<p>Fiction Cliff-hanger stories (3 weeks) Based on footage of Bear Grylls climbing a glacier as a stimulus</p> <p>Writing skills -Precise nouns -Precise verbs -Sentence of three- action</p> <p>Non-fiction Persuasion (3 weeks) Persuasive TV advert for a toy and their own chocolate bar (using extracts from ‘Charlie and the Chocolate Factory’ by Roald Dahl as a stimulus)</p> <p>Writing skills: -Vocabulary for effect -Appropriate adjectives (to persuade) -Commas in a list -Sentences of three (description) -? (rhetorical questions) - !</p> <p>Assessment piece: Children will write their own persuasive piece for a toy of their choice</p> <p>Poetry Week (1 week) Observation poems</p>	<p>Fiction Fantasy/ location-slip stories (3 weeks) Based on the book ‘The Lion the Witch and the Wardrobe’ by C.S.Lewis</p> <p>Writing skills: -Speech punctuation -Character through what they say -Character through how they say it - revisit similes, metaphor and personification</p> <p>Assessment piece: Children will write their own location-slip stories where a portal transports them to a fantasy location</p> <p>Non-fiction Diaries (2 weeks) Based on A Midsummer Night’s Dream inspired by Young Shakespeare visit</p> <p>RE newspaper writing/ eye witness account (2 weeks) Based on RE Christmas unit</p> <p>Writing skills -Fronted adverbials -Tense</p> <p>Assessment piece: RE newspaper/ eye-witness account</p> <p>Cross-curricular links- RE</p> <p>Poetry Week (1 week) Personification poems</p>	<p>Fiction Historical fiction (2 weeks) Based on Macbeth</p> <p>Writing skills <u>Dialogue</u> - speech punctuation -dialogue for characterisation -dialogue to advance the action</p> <p>(GD group- Letters as Lady Macbeth written in Shakespearean language)</p> <p>Cross-curricular links- British Values</p> <p>Non-fiction Persuasive speeches with varying tones/ formality (3 weeks) Based on climate change and the book ‘No One is too Small to Make a Difference’ by Greta Thunberg. Children will experiment with a range of formalities according to audience (informal speeches to young people and formal speeches to people in power)</p> <p>Writing skills - <u>Variety of sentence types for pace</u> - short sentence for effect -drop in clauses - sentences of three - subordinate clauses - commas for clauses</p> <p>-formal and informal tone according to the audience - passive - subjunctive - modals - contractions - idioms - question tags</p> <p>Cross-curricular links- geography + trip to Marwell Zoo (conservation)</p> <p>Assessment piece: children will write a persuasive speech on a topical issue and choose their level of formality</p> <p>PoetryWeek Winter poem (1 week)</p>
<p>Technical Vocabulary/ SPAG</p>	<p>Taken from the <i>Talk Through Stories</i> texts</p>	<p>Adjectives , how un- as a prefix changes the meaning of a verb or adjective eg. untie, unkind, question marks</p>	<p>Formation on nouns using suffixes such as ness, -er and by compounding (superman, whiteboard), formation of adjectives using suffixes such as –ful, -less, suffixes –er – est, Adverbs, statement, question, exclamation, command</p>	<p>Pronouns and nouns for cohesion, verbs, compound nouns, prefixes: dis-, mis-, un, subordinating conjunctions, inverted commas,</p>	<p>Direct speech punctuation</p>	<p>Synonyms and antonyms Speech punctuation recap Use of commas between clauses (timeslip) Use of commas</p>	<p>Higher level punctuation (dashes, colons, semi-colons) Relative clauses Parenthesis Passive voice Non-fiction structural features hyphens</p>



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<p>SPR 2</p>	<p><u>Drawing Club (phrases and finger spaces)</u></p> <p>Talk through stories – Five Minutes Peace Cotton Wool Colin On the Way Home The Scarecrow’s Wedding</p> <p>Nursery rhymes Hickory Dickory Dock Five little ducks Pop goes the weasel</p>	<p>Fiction Retell Farmer Duck (2 weeks)</p> <p>Innovate The Tiger Who Came to tea (2 weeks)</p> <p>Writing skills: -CL, FS - openers -and, but</p> <p>Assessment piece: Hare and the Tortoise</p> <p>Non-fiction Recount: diaries Farmer Duck (GDS)</p> <p>Non-Chronological report: How to look after a pet dog (2 weeks)</p> <p>Writing skills -CL, FS - openers -and, but</p> <p>Assessment piece: Non-chronological report</p>	<p>Fiction Setting description Journey (2 weeks)</p> <p>The Tunnel (2 weeks) (continue the story using setting description)</p> <p>Writing skills: -openers -conjunctions -question/ exclamation -adjectives</p> <p>Assessment piece: The Tunnel</p> <p>Non-fiction Recount: diaries Florence Nightingale (2 weeks)</p> <p>Explanation text Keeping healthy</p> <p>Writing skills -openers -conjunctions -question/ exclamation -adjectives</p> <p>Cross-curricular links- history</p> <p>Assessment piece: Explanation</p>	<p>Fiction Atmosphere (3 weeks) Based on a Literacy Shed animation</p> <p>Writing skills Describe characters (2 sentences) Describes settings (2 sentences) Sentence of three (description)</p> <p>Non-fiction Persuasion (2 weeks) Holiday advert</p> <p>Writing skills -Sentences of three (description and action) - Appropriate adjectives -? (rhetorical questions) -!</p> <p>Cross-curricular links- geography</p> <p>Assessment piece: Children will write a holiday advert for a place of their choice- real or imagined</p>	<p>Fiction Sci-fi stories (3 weeks)</p> <p>Based on a letter from an author requesting the children’s help to finish her story</p> <p>Writing skills: - apostrophes (2 standalone lessons) -Paragraphs/ parts of a story - Speech</p> <p>Non-fiction Recount- Eye-witness account for a TV interview (3 weeks)</p> <p>Based on the loch-ness monster</p> <p>Writing skills -Subordinating conjunctions -Subordinate clauses -Commas to separate clauses -Drop in clauses</p> <p>Assessment piece: Children will write their own eye-witness account for a yeti (Linked to ‘The Abominables’)</p>	<p>Fiction Suspense focussing on atmosphere (3 weeks)</p> <p>Writing skills: Use a variety of sentence types to create pace -relative clauses -Sentences of three -Subordinate clauses -Short sentences for effect -Vocabulary choices for effect</p> <p>Assessment piece: suspense story</p> <p>Non-fiction Explanation (2 weeks) Based on ‘The Majestic Plastic Bag’ and environmental issues</p> <p>Writing skills - Openers (including adverbials) -Commas after openers - higher-level punctuation : and ;, -...- and (..)</p> <p>Assessment piece: Explanation text topic of choice linked to foundation subject e.g. deforestation, Tudor housing etc.</p>	<p>Fiction Historical fiction/ suspense (2 weeks)</p> <p>Based on a Viking battle scene</p> <p>Writing skills</p> <p><u>Descriptive Techniques- setting description</u> - Vocabulary for effect - Similes and metaphors - Personification - Emotion through action</p> <p>Assessment piece: Children will write their own battle scene full of tension and suspense</p> <p>Non-fiction Journalistic recounts (3 weeks)</p> <p>RE newspapers based on the Easter story (crucifixion, resurrection, empty tomb etc) (3 weeks)</p> <p>(GD group- Twisted Tales)</p> <p>Writing skills -passive voice - direct and reported speech - brackets and dashes for parenthesis -viewpoint/ bias</p> <p>Cross-curricular links- RE</p> <p>Assessment piece: children will chose a different event from Holy Week and use their RE knowledge to write a newspaper report</p>
<p>Technical Vocabulary/ SPAG</p>	<p>Taken from the <i>Talk Through Stories</i> texts</p>	<p>Verbs, exclamation marks, capital letter for proper nouns</p>	<p>Identifying adverbs and using ‘ly’ to turn adjectives into adverbs, apostrophes for contractions, past and present tense</p>	<p>A or an (consonant or vowel), Adverbs - Time, Place & Cause Prefixes: in- Suffixes: -ation Coordinating Conjunctions Organisational Devices</p>	<p>Direct speech punctuation</p>	<p>Linking ideas within and between paragraphs (adverbials of time, place, and number) Use of tense for cohesion Relative clauses and pronouns Prepositions and determiners (suspense)</p>	<p>Tenses (perfect/ progressive), subjunctive, prefixes / suffixes, passive, ambiguity, root words, subject/ object</p>
<p>SUM 1</p>	<p><u>Drawing Club (CL/ FS)</u></p> <p>Talk through stories – Super Tato The Slightly Annoying Elephant Zog Click Clack Moo</p> <p>Nursery Rhymes Five Little Monkeys Old Macdonald Wind the bobbin up</p>	<p>Fiction Setting description Hansel and Gretel (2 weeks)</p> <p>Innovate The Magic _____Pot (2 weeks to plan and write)</p> <p>Writing skills: -CL, FS</p>	<p>Fiction Parts of a story (opening, build up, problem, solution, ending)</p> <p>The Magic object (4 weeks)</p> <p>Writing skills: -openers - conjunctions -question/ exclamation -adjectives -adverbs</p>	<p>Fiction Fables (4 weeks) Based on Rudyard Kipling’s ‘Just So’ stories</p> <p>Writing skills: - 3 sentences same idea (paragraphs) -which/because - conjunctions</p>	<p>Fiction Timeslip stories (3 weeks) Based on their work on the Roman army and Boudicca</p> <p>Writing skills: Paragraphs/ parts of a story (focus particularly on different ways to open the story- dialogue, action, description) -Speech</p> <p>Cross-curricular links- history</p>	<p>Fiction Greek Myths (4 weeks) Based on Pegasus, Persephone, Orpheus, Minotaur, Midas, Medusa, Cyclops etc These can be listened to on BBC school radio https://www.bbc.co.uk/teach/school-radio/ks2-ancient-greece/zk73nrd</p> <p>Writing skills -Sentence types -higher level punctuation</p>	<p>Fiction Mayan myths/ quest stories (3 weeks)</p> <p>Based on a selection of Mayan myths including ‘The Hero Twins’ and ‘Rain Player’</p> <p>Writing skills</p> <p><u>Descriptive techniques-character description</u> - characterisation -emotion through action</p>



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		<p>-openers -and, but, so, because, which</p> <p>Assessment piece: Three Billy Goats Gruff</p> <p>Non-fiction Instructions: Making a sandwich (1 week)</p> <p>Writing skills: -CL, FS -openers -and, but, so, because, which</p> <p>Cross-curricular links- DT</p>	<p>Assessment piece: The Magic Object</p> <p>Non-fiction Persuasion (2 weeks) Linked to the school ducks</p> <p>Writing skills: -openers -conjunctions -question/ exclamation -adjectives -adverbs</p> <p>Assessment piece: persuasion</p>	<p>Assessment piece: Children will write their own 'Just So' story for an animal of their choice</p> <p>Non-fiction Recount: Letters (2 weeks)</p> <p>Writing skills: -Conjunctions -Sentences of three (action and description)</p>	<p>Assessment piece: Children will write their own Timeslip stories linked with their history topic</p> <p>Non-fiction Explanation leaflet (3 weeks) Teeth/ digestive system</p> <p>Writing skills - conjunctions (cause and effect)</p> <p>Cross-curricular links- science</p>	<p>Assessment piece: Children will write their own Greek myths referencing gods/ goddesses/ heroes/ heroines/ mythological creatures etc Cross-curricular links- history</p> <p>GDS – range of audiences and purposes (experiment with form)</p> <p>Non-fiction Discussion (2 weeks) Should children wear school uniform? Higher level punctuation Dashes and brackets for parenthesis : and ; to link two main clauses : to introduce items in a list ; to separate items in a list</p>	<p>-dialogue for character -dialogue for action</p> <p>Cross-curricular links- history</p> <p>Assessment piece: Children will write their own myth/ quest story</p> <p>Non-fiction Diaries/ letters (3 weeks)</p> <p>Based on the book Holes by Louis Sachar</p> <p>(GD group- Room 101 project)</p> <p>Assessment piece: free-choice mental health writing</p> <p>Cross-curricular links- PSHE</p>
Technical Vocabulary/ SPAG	Taken from the <i>Talk Through Stories</i> texts	adverbs, exclamation marks and question marks	Commas for lists, apostrophes to show possession, past and present tense in the progressive form – he is drumming, she was running	Word families [for example, solve, solution, solver, dissolve, insoluble] Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i>] Prepositions, prefixes: re-, sub-, inter- Suffixes beginning with vowels, conjunctions, paragraphs	Apostrophes for contraction Plural s vs possessive s Apostrophes for singular possession	Commas for clarity Speech punctuation Higher level punctuation Intro to passive voice? Synonyms antonyms (to contrast in discussion)	Revision and gap filling
SUM 2	<p>Talk through stories – Aliens Love Underpants Rainbow Fish Winnie the witch There's a snake in my school</p> <p>Nursery Rhymes Grand Old Duke of York Miss Polly had a dolly Five little speckled frogs</p>	<p>Fiction Innovation Lost and Found (2 weeks)</p> <p>Innovation After the Storm (2 weeks)</p> <p>Writing skills: -CL, FS, -openers, -and, but, so, because, which</p> <p>Assessment piece: After the Storm innovation</p> <p>Non-fiction Non-chronological report- Seasons (2 weeks)</p> <p>Writing skills: Depending on the needs of the class</p> <p>Cross-curricular links- science</p>	<p>Fiction Free-choice fiction writing based on gap analysis of the skills needed- cohort dependant</p> <p>Non-fiction Explanation text life cycle of seed (2 weeks)</p> <p>Letter Titanic survivor (2 weeks)</p> <p>Writing skills: -openers -conjunctions -question/ exclamation -adjectives -adverbs</p> <p>Poetry Sound collector (1 week)</p> <p>Cross-curricular links- science + history</p>	<p>Fiction Traditional Tales (3 weeks) Based on the book 'The Egyptian Cinderella' by Shirely Climo</p> <p>Writing skills - 3 sentences same idea (paragraphs) - Appropriate openers -Commas after openers</p> <p>Cross-curricular links- history</p> <p>Non-fiction Non-chronological report (2 weeks) Based on the Egyptians</p> <p>Writing skills -Name, pronoun, name -Synonyms to avoid repetition -Commas in a list</p> <p>Cross-curricular links- history</p> <p>Assessment piece: Children will write a report linking to an area of the curriculum</p>	<p>Fiction Atmosphere (3 weeks)</p> <p>Writing skills: -- Creating atmosphere through the use of descriptive techniques</p> <p>-Appropriate adjectives -Appropriate adverbs -Similes -Sentences of three (description) -Emotion through action</p> <p>Non-fiction Non-chronological report (2 weeks) A project about the children's nationality based on the book 'I'm Australian Too' by Mem Fox</p> <p>Writing skills -Using a variety of sentence types</p> <p>Cross-curricular links- SMSC/ British Values, geography</p> <p>Assessment piece: Children will write their own non-chronological report on their nationality</p>	<p>Fiction Setting and character description (2 weeks) Based on class novel</p> <p>Writing skills <u>Descriptive Techniques</u> -Similes -Metaphors -Personification -Sentences of three (description) -Emotion through action</p> <p>Non-fiction Discussion text (3 weeks) Based on Athenians vs Spartans</p> <p>Writing skills -Higher level punctuation -Dashes and brackets for parenthesis - : and ; to link two main clauses - : to introduce items in a list - ; to separate items in a list</p> <p>Cross-curricular links- history</p> <p>Assessment piece: Children will write a discussion text linked to Athens and Sparta</p>	<p>Fiction Free choice fantasy fiction project (2 weeks)</p> <p>Based on a selection of fantasy images, children will be able to create their own fantasy stories to send to their secondary school teachers</p> <p>Writing skills <u>-Cohesive devices to make links within and between paragraphs</u> -openers -adverbials (time/ place) -conjunctions (subordinating/ coordinating) - pronouns - synonyms</p> <p>Non-fiction Discussion texts (2 weeks)</p> <p>Topic to be decided based on children's interests</p> <p>Writing skills - subordinating conjunctions - coordinating conjunctions - ; clauses - ; list</p>

