

## Long Term Plan for Writing at Briercliffe Primary School

Year Group	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
	Theme					
<b>EYFS</b>						
Theme	<b>Tell me a story</b>	<b>In the night sky</b>	<b>Polar adventures</b>	<b>Come outside!</b>	<b>Ticket to ride</b>	<b>Under the sea!</b>
Talk through Stories Texts	<b>Main texts</b> Colour monster, Owl Babies, Goldilocks. <b>Poetry</b> – Each, Peach, Pear Plum. Nursery rhymes. <b>Non-Fiction</b> – instructions Feelings book	<b>Main Text</b> Whatever Next! Beegu. The Christmas Story <b>Poetry</b> – Aliens love underpants Firework poem <b>Non - Fiction</b> – space / astronauts, diwali, Hanukka, Christmas.	<b>Main Text</b> Lost and Found, Jonty Gentoo, <b>Non-fiction</b> – penguins, Antarctica. Atlases <b>Poetry</b> I'm a little penguin.	<b>Main Text</b> Jack and the beanstalk. Kitchen disco Handa's Surprise The Hungry caterpillar <b>Non Fiction</b> – plants, seeds, instructions. Butterflies, life cycles. <b>Poetry</b> Butterfly/ caterpillar poems	<b>Main Text</b> The Naughty Bus The Queen's hat. <b>Non Fiction</b> –King Charles, London. transport <b>Poetry</b> – Oi get off my train.	<b>Main Text</b> Rainbow fish Duffy's Lucky escape <b>Poetry</b> – sharing a shell Commotion in the ocean. Under the sea poems. <b>Non Fiction</b> – sea creatures, ocean conservation.
Other key link texts	<b>Additional texts</b> starting school books, when I grow up traditional tales	<b>Additional texts</b> On the way back home.	<b>Additional texts</b> Lunar Zodiac story Penguins can't fly	<b>Additional texts</b> Gruffalo The runaway pea	<b>Additional texts</b> The King's pants	<b>Additional texts</b> Gretta and the giants. Under the sea cleaning spree.
<b>Year 1</b>	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
	<b>8 weeks</b>	<b>7 weeks</b>	<b>6 weeks</b>	<b>5 weeks</b>	<b>6 weeks</b>	<b>7 weeks</b>
<b>Core Text</b>	<b>Bridging Unit</b> <b>Core Text: Harry the Happy Mouse</b>	<b>TALK UNIT</b> <b>Core Text: Supertato / Veggies Assemble</b>	<b>Core Text: Highway Rat</b>	<b>TALK UNIT</b> <b>Core Text: Peter Rabbit</b>	<b>Core Text: Goat and Donkey in the Great Outdoors</b>	<b>TALK UNIT</b> <b>Core Text: How to Train a Train</b>
<b>Narrative</b>	Innovated story based on the plot pattern of Harry and the Happy Mouse (4 weeks)	Innovation of the 'learned' story with elements changed (5 weeks)	Innovated story (3 weeks)	Classic Stories Innovation of the 'learned' story with elements changed (4 weeks)	Narrative based on model text with innovation of character(s) and a familiar setting based on a text read (3 weeks)	Mini Unit 5 – Days 21 - 30 Storybook based on a film episode Storybook which includes your own train
<b>Non-fiction</b>	Information poster focused on an animal	Mini Instructions on a trap - Veggies assemble	Information page on rats (2 weeks)	Information booklet on Debi Giori (2 weeks)	Information booklet about camping for other	Unit 1 – Days 1-4 Information text for looking after pets

	(2 weeks)	(new text) (2 weeks)			children who are going camping (3 weeks)	Unit 2 – Days 5-10 Information transcript for TV Programme about trains  Unit 3 – Days 11-15 Instructions for trapping a pet Train  Unit 4 – Days 16-20 Persuasive sales pitch in role as your train
<b>Poetry</b> *not taught as stand alone units but integrated within units	Innovated poem based on a structure of Hickory Dickory oral presentation (1 week)		Poems on a theme/free verse structure (1 week)			
<b>Year 2</b>	<b><u>Autumn Term</u></b>		<b><u>Spring Term</u></b>		<b><u>Summer Term</u></b>	
	<b>7 weeks</b>	<b>8 weeks</b>	<b>6 weeks</b>	<b>5 weeks</b>	<b>6 weeks</b>	<b>7 weeks</b>
<b>Core Text</b>	<b>Bridging Unit</b> <b>Core Text: Way home for Wolf</b>	<b>TALK UNIT</b> <b>Core Text: The Great Fairy Tale Disaster</b>	<b>TALK UNIT</b> <b>Core Text: The owl who was afraid of the dark</b>		<b>TALK UNIT – Push Pack</b> <b>Core Text: Aladdin</b> As opposed to one final written outcome, a balance of modelled/independent opportunities are embedded targeting particular skills.	<b>The Wind in the Willows</b>
<b>Narrative</b>	Innovated story based on the structure of The Way Home for Wolf, using	An innovated traditional tale with a twist based upon The Great Fairy Tale Disaster	A new chapter for the next book in the series where Plop is scared of something new. (4 weeks)		Narrative – an additional chapter in the story  Setting descriptions	Animal adventure stories (3 weeks)

	an animal from their non-fiction unit (3 weeks)	(5 weeks)		Diary entries in role as Jasmine	
<b>Non-fiction</b>	A page for an information book based on a chosen animal (3 weeks)	Instructions from Health Humans LPDS (2-3 weeks)	Non-Chronological report on owls (3 weeks)  Persuasion: Leaflets Create a persuasive leaflet on an attraction – linked to birds (3 weeks)	Persuasion: Letter in role as Jafar persuading Aladdin to enter the cave and retrieve the lamp  Persuasion: Poster convincing the people of the town to come and welcome the new Prince Ali!	Recount: written in role as a character, in the form of a letter (2 weeks)
<b>Poetry</b> *not taught as stand alone units but integrated within units				Poetry based on a simple model using present tense	Recite a classic poem by heart (2 weeks)

<u>Year 3</u>	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
	7 weeks	8 weeks	6 weeks	5 weeks	6 weeks	7 weeks
<b>Core Text</b>	<b>Bridging Unit</b> <b>Core Text: A Bear Called Paddington</b>	<b>Lancashire TALK UNIT</b> <b>Core Text: Greenling</b>	<b>Core Text: The Iron Man</b>	<b>Core Text: 101 Dalmatians</b>	<b>Lancashire TALK UNIT - Romans</b>	<b>Lancashire TALK UNIT</b> <b>Core Text: The Spider and the Fly</b>  <b>Integrated Unit</b>
<b>Narrative</b>	Adventure story based on the plot structure of Paddington Bear (4 weeks)	Innovated version of the folk tale Greenling (6 weeks)	Innovated chapter following the plot structure of The Iron Man, developing a new character (4 weeks)	Narrative – An innovated story based on the plot of 101 Dalmatians (6 weeks)		Narrative: New edition of the narrative, The Spider and the Fly
<b>Non-fiction</b>	Informative: Information leaflet/guide to the local area for Paddington's visit (3 weeks)	Persuasion: Letter in role as William (The Night Gardner) (2 week)	Recount: Diary from own point of view / or in role as a character (2 weeks) <i>Integrated</i>		Informative: Tri-fold leaflets (4 weeks)	Persuasion: Letter of persuasion from the Spider to the Fly
<b>Poetry</b> *not taught as stand alone units but integrated within units						The core text is narrative poetry

<b>Year 4</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	<b>7 weeks</b>	<b>8 weeks</b>	<b>6 weeks</b>	<b>5 weeks</b>	<b>6 weeks</b>	<b>7 weeks</b>
<b>Core Text</b>	<b>Bridging Unit</b> Core Text: The Treasure of the Loch Ness Monster by Lari Don	<b>TALK UNIT</b> Core Text: Rumaysa A Fairytale by Radiya Hafiza	<b>Core Text:</b> Balaclava Boy	<b>TALK UNIT</b> Core Text: The Last Bear by Hannah Gold	<b>Core Text:</b> Gulliver's Travels	<b>TALK UNIT</b> Core Text: McAvity Integrated Unit
<b>Narrative</b>	Adventure story based on a plot pattern linked to the Loch Ness Monster theme (4 weeks)	Fairy tales (6 weeks)	Issues and Dilemmas: Narrative based on a model plot (4 weeks)	Narrative Story Openings (3 weeks)	Novel as a theme (6 weeks)	Story openings- News Broadcast
<b>Non-fiction</b>	Information text: article for a children's magazine Information text: infographic for a children's magazine (3 weeks)	Information text – persuasive advert/leaflet (LPDS Sp 1 booklet) (2 weeks)	Information poster using flip-flap facts and information linked to geography (2 weeks)	Information texts including explanation and persuasion (3 weeks)		Newspaper Transcripts/Reports
<b>Poetry</b> *not taught as stand alone units but integrated within units						Poetry reading response and performance

<u>Year 5</u>	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
	7 weeks	8 weeks	6 weeks	5 weeks	6 weeks	7 weeks
<b>Core Text</b>	<b>Bridging Unit</b> Core Text: <b>The Lion, the Witch and the Wardrobe</b> <b>Integrated unit</b>	<b>TALK UNIT</b> Core Text: <b>Gelert</b>	<b>TALK UNIT</b> Core Text: <b>Earthlings</b>	<b>Core Text:</b> <b>Inventor and Inventions – Hugo Cabaret</b>	<b>Core Text: Journey to the River Sea</b>	<b>TALK UNIT</b> Core Text: <b>Jabberwocky</b> <b>Integrated unit</b>
<b>Narrative</b>	Narrative based on a model with innovated structure from The Lion, The Witch and The Wardrobe (4 weeks)	Narrative based on the legend of Gelert (5 weeks)	Science Fiction Stories based on ET (4 weeks)	A short story or chapter for a novel about an invention (4 weeks)	Story from other cultures: a story set in the rainforest (4 weeks)	Narrative: - Action scenes - Retelling with language from the text
<b>Non-fiction</b>	Non-chronological report based upon mythical creatures in literature (3 weeks)	Persuasion: a film/tv broadcast about a place of interest (3 weeks)	Information booklet about solar system or space including more than one non-fiction text type (2 weeks)	Magazine - Information Hybrid: a magazine including a range of text types (2 weeks)	Persuasion: Debate linked to deforestation (2 weeks)	Letter Writing
<b>Poetry</b> *not taught as stand alone units but integrated within units			Poems with a structure			Poetry is the core text

Year 6	Autumn Term		Spring Term		Summer Term	
	7 weeks	8 weeks	6 weeks	5 weeks	6 weeks	7 weeks
<b>Core Texts</b>	<b>Core text: The Nowhere Emporium</b>	<b>Core text: Skullduggery Pleasant Biographies</b>	<b>Core text: Wizard of Oz</b>	<b>Core text: Romeo and Juliet</b> As opposed to working towards one final written outcome, a balance of modelled/independent writing opportunities have been embedded targeting particular skills.	<b>Core Text: Wonder</b> As opposed to one final written outcome, a balance of modelled/independent writing opportunities targeting skills.	<b>Core Text: The 1000 Year Old Boy</b> As opposed to one final written outcome, a balance of modelled/independent writing opportunities targeting skills.
<b>Narrative</b>	A fantasy story based on The Nowhere Emporium (4 weeks)	Crime / detective fiction Narrative to entertain and intrigue (3 weeks)	Classic Fiction Narrative outcome following a suggested plot pattern, change of viewpoint – story written in first person based on scaffolded sequence of events	Older Literature Play as the theme – Romeo and Juliet  <ul style="list-style-type: none"> <li>&gt; <b>Retell:</b> opening scene feuding families (<b>Blending ADD</b>)</li> <li>&gt; <b>Poetry:</b> Montague and Capulet (<b>synonyms and antonyms</b>)</li> <li>&gt; <b>Narrative:</b> R+J meet (<b>manipulate sentences</b>)</li> <li>&gt; <b>Diary entry:</b> R+J meeting (<b>levels of formality / cohesive devices</b>)</li> <li>&gt; <b>Letter:</b> Juliet to Romeo after banishment (<b>manipulate sentences</b>)</li> <li>&gt; <b>Letter:</b> In role as Juliet / Friar Lawrence (<b>Cohesive devices</b>)</li> <li>&gt; <b>Persuasion:</b> Selling idea of potion (<b>manipulate sentences</b>)</li> </ul>	Narrative based on the novel Wonder	Narrative ending based on The 1000 Year Old Boy (week 1, week 4 and week 5)
<b>Non-fiction</b>	An information hybrid magazine page focusing on magic or the circus (3 weeks)	Biography of Walt Disney in the style of Nosy Crow or Biography of Walt Disney in the style of Little People Big Dreams book (5 weeks)			Biography/Autobiography  Discussion and Debate	Persuasive advert  Non-chronological report  (week 2 & 3)
<b>Poetry</b> *not taught as stand alone units but integrated within units	Free Verse/List poetry within narrative unit		Free verse poetry included in unit			