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| **St Joseph’s RC Primary School****Writing Long Term Plan** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery** | **Educational Programme**It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) |
| **Reception** | **Educational Programme**Writing **links with the teaching of reading** and we must foster that **love and want to write to express themselves.** The teaching of writing is **embedded within the teaching of reading** through our **systematic phonics teaching by highly skilled and knowledgeable staff.** Children will develop their **oracy skills, reading skills and thus the writers voice**. Children need to **rehearse talk and have writing modelled** to them. They will **develop strategies** which will support their **word recall, spelling, grammar**. This will go hand in hand with the practicalities of writing that will be taught including the wider **pre-requisite gross motor development** that links into fine motor development, where children will be able to have an **efficient pencil grip** which allows **correct formation of letters and a good writing posture**; all taught through **discreet handwriting lessons** which support the lessons of writing in literacy. Everything is underpin by giving children a **purpose to write** which is closely **linked to engaging texts and examples of writing.** |
| **Year 1** | **FICTION:** Write a retell of a traditional tale**TEXT:** Little Red Riding Hood (a retell)**NON-FICTION:** Writing an information report**TEXT:** Arachnids: Scorpions and Spiders**FICTION:** Write a story with a predictable refrain**TEXT:** Peace at Last by Jill Murphy | **FICTION:** Retell an Aesop’s fable**TEXT:** The Fox and the Stork (a retell)**NON\_FICTION:** Write a report/information text**TEXT:** Animals that hunt at night: Hedgehogs **FICTION:** Write an animal Story**TEXT:** Owl Babies by Martin Waddell | **NON-FICTION:** Write a recount text**TEXT:** Going Swimming**POETRY:** Write a new poem based on a model**TEXT:** Two Feet by Julia Donaldson**NON-FICTION:** Write an instruction text**TEXT:** How to Draw a Friendly Ant |
| **Year 2** | **FICTION:** Write a story about a pet with a problem**TEXT:** Dumpling by Dick King-Smith**NON-FICTION:** Write a past tense recount**TEXT:** Neil Armstrong: Frist Man on the Moon by Jane Bingham**FICTION**: Write a new version of a traditional tale**TEXT:** The Magic Boots by Ian Macdonald | FICTION: Writing a real-life story**TEXT:** The Lighthouse Keeper’s Lunch by Ronda Armitage**NON-FICTION:** Writing instructionsHow to make a Pompom**FICTION:** Writing a real-life adventure about an animal in trouble**TEXT:** Little Albatross by Michael Morpurgo | **NON-FICTION:** Writing an information report**TEXT:** Reptiles**POETRY:** Writing a new poem based on a model**TEXT:** Cobweb Morning by June Crebbin**NON-FICTION:** Writing an explanation text.**TEXT:** Materials |
| **Year 3** | **FICTION:** Write a story about a character**TEXT:** Scout and the Sausage Thief by Gill Lewis**NON-FICTION:** Write a report/ information text**TEXT:** Real Life Dragons**FICTION:** Write a story in the first person**TEXT:** The Disappearing Moon by Simon Bartman | **FICTION:** Continue a fantasy story**TEXT:** Frankie vs the Pirate Pillager by Frank Lampard**NON-FICTION:** Writing an explanatory text**TEXT:** How Do Your Sense Work?**FICTION:** Writing a story with a strong setting**TEXT:** Storm by Kevin Crossley-Holland | NON-FICTION: Writing a report/information text**TEXT:** Garden Creatures**POETRY:** Writing a new poem based on a model**TEXT:** The Teacher’s Day in Bed by David Orme**NON-FICTION:** Writing an instructional text**TEXT:** The Stick Book: Loads of things you can make or do with sticks by Jo Schofield and Fiona Danks |
| **Year 4** | **FICTION:** Continue a fantasy adventure story**TEXT:** Attack of the Lizard King by Rex Stone**NON-FICTION:** Write a present tense report/information text**TEXT:** The Octopus**FICTION:** Write a real life story**TEXT:** Creature Teacher by Sam Watkins | **FICITON:** Create an historical setting**TEXT:** War Game by Michael Forman**NON-FICTION:** Writing a persuasive text/advert**TEXT:** Dragon’s Kingdom **FICTION:** Write an adventure story**TEXT:** On Safari by Nick Hunter | **NON-FICTION:** Write a past tense report/information text**TEXT:** The Arrival of the Railways**POETRY:** Write new lines for a rhyming poem**TEXT:** Winter Break by Judith Nicholls**NON-FICTION:** Write an explanatory text**TEXT:** What’s the Point? |
| **Year 5** | **FICTION:** Using a dialogue in a mystery story.**TEXT:** The Mystery of the Pantomime Cat by Enid Blyton**NON-FICTION:** Write an autobiographical recount.**TEXT:** Playing the Shape Game by Anthony Browne**FICTION:** Write a myth or legend.**TEXT:** Storm Girl: An ancient Chinese Myth (a retell) | **FICTION:** Write a fantasy story.**TEXT:** Dragon Boy by Pippa Goodhart**NON-FICTION:** Write a third person account.**TEXT:** Born Free: Elephant Rescue by Louisa Leaman**FICTION:** Retell events from a different character’s viewpoint.**TEXT:** Arthur High King of Britain by Michael Morpurgo | **NON-FICTION:** Write an information/report text.**TEXT:** Seashore Wildlife**POETRY:** Writing new lines for a rhyming poem.**TEXT:** There was a Naughty Boy by John Keats and What Are Heavy? By Christina Rossetti**NON-FICTION:** Writing an historical information text.**TEXT:** Mysteries of the Universe by Colin Wilson |
| **Year 6** | **FICTION:** Use dialogue to clarify relationships and advance plot**TEXT:** My Family and Other Animals by Gerald Durrell**NON-FICTION:** Write an informal information and procedural text**TEXT:** Bullies, Bigmouths and So-Called Friends by Jenny Alexander**FICTION:** Retell part of a story**TEXT:** Macbeth retold by Marcia Willaims | **FICTION:** Develop a story within its setting**TEXT:** Moon Bear by Gill Lewis**NON-FICTION:** Write a formal information text**TEXT:** Ancient and Medieval Art from The Usborne Introduction to Art by Rosie Dickens**SAT’s Writing** Based around the book ‘Street Child’ by Berlie Doherty | SAT’s Writing Based around the book ‘Street Child’ by Berlie Doherty**POETRY:** Write free verse**TEXT:** What is the World? By James CarterNON-FICTION: Write a discussionTEXT: Where should Sports Funding Be Aimed? |

After each unit of work, children complete an independent piece of writing for moderation.

Each half term, children will also complete a piece of writing in RE.