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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 instructions  How 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 Carter  NON-FICTION: Write a discussion  TEXT: 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.