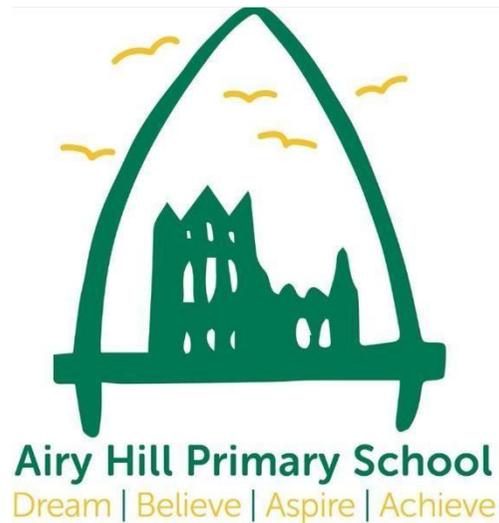


Airy Hill Primary School

Writing Long Term Plan



Airy Hill Primary School Writing Long Term Plan

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Audience – topic specific</p> <p>Purpose – to entertain, to inform</p> <p>Form – character and setting descriptions, recount, instructional writing, narratives, explanation, postcard, letter, book review, newspaper, blurb, letter</p>	<p>Audience – topic specific</p> <p>Purpose – to entertain, to inform, to explain</p> <p>Form – letter, fact file, characters and settings, narratives of personal experiences and of others, real events, newspaper article, short (3 part) story, longer setting descriptions, advertisement writing, diary, flyer, poetry</p>	<p>Audience – topic specific</p> <p>Purpose – to entertain, to inform, to explain, to persuade</p> <p>Form – Dilemma narrative, descriptive narrative, myths and legends, literary recount (storytelling), characters and settings, information page, magazine article, ‘how to’ guide, news report</p>	<p>Audience – topic specific</p> <p>Purpose – to entertain, to inform, to explain, to persuade</p> <p>Form –extended narratives (5 part/paragraph narratives) myths, legends and fables, characters and settings, literary recount (storytelling), information leaflet, magazine article, guide/manual, news report, travel brochure, poetry</p>	<p>Audience – topic specific</p> <p>Purpose – to entertain, to inform, to explain, to persuade, to discuss</p> <p>Form – Descriptive paragraph narrative (Description, Action, Dialogue - integrate dialogue to convey character and advance the action) point, evidence, explanation paragraphs, characters and settings, extended narratives (multiple part/paragraph narratives), flashback narrative, contemporary narrative, humorous narratives, literary recount (storytelling), information leaflet, magazine article, guide/manual, news report, travel brochure, poetry</p>	<p>Audience – topic specific</p> <p>Purpose – to entertain, to inform, to explain, to persuade, to discuss</p> <p>Form – Descriptive paragraph narrative (Description, Action, Dialogue - integrate dialogue to convey character and advance the action) point, evidence, explanation paragraphs, characters and settings, extended narratives (multiple part/paragraph narratives), flashback narrative, contemporary narrative, humorous narratives, literary recount (storytelling), persuasion (speak out), magazine article, guide/manual, news report, travel brochure, poetry</p>

Airy Hill Primary School Writing Long Term Plan



Word Structure

	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
	Joining words and joining clauses using and	Correct choice and consistent use of present tense and past tense throughout writing	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	
Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Capital letters for names and for the personal pronoun I	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Headings and sub-headings to aid presentation	Commas to separate items in a list	
Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	determiner, pronoun, possessive pronoun, adverbial
Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Use of paragraphs to organise ideas around a theme	Introduction to inverted commas to punctuate direct speech	
Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Fronted adverbials [for example, Later that day, I heard the bad news.]	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Formation of nouns using a range of prefixes [for example super-, anti-, auto-]	Use a wide range of clause structures	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	
Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices	Use of commas after fronted adverbials	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	Brackets, dashes or commas to indicate parenthesis	
The grammatical difference between plural and possessive -s	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].		Use of commas to clarify meaning or avoid ambiguity	Year 1
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing]		Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	Year 2
Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]			Use of the colon to introduce a list and use of semi-colons within lists	Year 3
Verb prefixes (e.g. dis-, de-, mis-, over- and re-)			Punctuation of bullet points to list information	Year 4
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover, ask for – request, go in – enter]			How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Year 5
How words are related by meaning as synonyms and antonyms [for example, big, large, little].				Year

Airy Hill Primary School Writing Long Term Plan

I do – Teacher WAGOLL	We do – Shared Writing	You do – Independent Assessment
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Year 2 Autumn Term				
14 Weeks	3	3	3	4
Focus text	Grandad’s Island Setting description of the Syd’s Garden	Postcard – to Syd’s mum from the island Staff to create model text.	Poem: ‘The Moon’ by Robert Louis Stevenson. Non	Non-chronological report – Remembrance Day Staff to create model text.
Writing outcome/s	Fiction Setting description	Fiction Postcard	Fiction Poetry	Non-fiction Non-chronological report
Children will write:	<ol style="list-style-type: none"> 1. Setting description – the attic 2. Setting description – the shack 3. Assessment – setting description – the island 	<ol style="list-style-type: none"> 1. Postcard – from Syd to a school friend 2. Postcard – from Syd to mum from the island 3. Assessment – Postcard – from Grandad to Syd 	<ol style="list-style-type: none"> 1. Poem about the moon. 2. Poem about the stars. 3. Assessment – Poem about the planets 	<ol style="list-style-type: none"> 1. Non-chronological report: Remembrance poppies 2. Non-chronological report: Weapons used in WW1 3. Assessment – Non-chronological report: airplanes used in WW1.

Year 2 Spring Term				
12 Weeks	3	3	3	3
Focus text	Lighthouse Keeper’s Lunch Setting Description of Mr Grinling’s cottage - inside.	Postcard – to Mr Grinling’s brother Staff to create model text.	Non-chronological report – seagulls Staff to create model text.	Recount of a school event.
Writing outcome/s	Fiction Setting description	Fiction Postcard	Non-fiction Report	Non-fiction Recount

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Children will write:	<ol style="list-style-type: none"> 1. Setting description: Mr Grinling's cottage - inside. 2. Setting description: Mr Grinlings' cottage – outside 3. Assessment – setting description: beach. 	<ol style="list-style-type: none"> 1. Postcard – to Mr Grinling's friend. 2. Assessment – Postcard from Whitby to a different school. 	<ol style="list-style-type: none"> 1. Non-chronological report – puffins 2. Non-chronological report – jellyfish <ol style="list-style-type: none"> 1. Assessment – Nonchronological report - crabs 	<ol style="list-style-type: none"> 1. A recount of a different visit or school event. 2. Assessment: A recount of another school event.
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Year 2 Summer Term				
12 Weeks	3	3	3	3
Focus text	The Twits Character Description – Mugglewumps	The Twits Story – The Wormy Spaghetti	The Twits Setting Description – house	Non-chronological reports about Africa.
Writing outcome/s	Fiction Character Description	Fiction Story	Fiction Setting Description	Non-fiction Non-chronological report
Children will write:	<ol style="list-style-type: none"> 1. Description – Blackbirds 2. Description – Mr Twit 3. Assessment – Description – Mrs Twit 	<ol style="list-style-type: none"> 1. Story – The funny walking stick 2. Story – The Shrinks <p>Assessment -Story – The balloons or their own idea.</p>	<ol style="list-style-type: none"> 1. Setting description: upside down room. 2. Setting description: tree & monkey cage 3. Assessment: Setting description: tree house. 	<ol style="list-style-type: none"> 1. Non-chronological report: African animals. 2. Non-chronological report: artic animals. 3. Assessment -Non-chronological report: Asian animals.

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Year 3 Autumn Term				
15 Weeks	3	4	4	3
Focus text	Poem – If I had wings – Pie Corbett	Peter Pan Setting Description - Neverland	Peter Pan Story - battle with captain Hook	Stone Age Information Page – Stone Age overview
Writing outcome/s	Fiction Poetry	Fiction Setting Description	Fiction Story	Non-fiction Newspaper Report
Children will write:	<ol style="list-style-type: none"> Poem – If I had a magic wand Poem – If I had a time machine Assessment – Poem – If I won the lottery 	<ol style="list-style-type: none"> Story Setting Description – London sky at night & Darling children’s window. Setting Description – own fantasy land Assessment – Captain Hook’s ship & the sea. 	<ol style="list-style-type: none"> Story– capturing the Lost Boys. Story – Tinkerbell coming back to life. Assessment – Story – flying to Neverland. 	<ol style="list-style-type: none"> Information Page – Stone age homes Information Page – Stone age tools Assessment – Information Page – stone age food/hunting

Year 3 Spring Term			
12 Weeks	4	4	4
Focus text	The Butterfly Lion Setting description – grasslands	The Butterfly Lion Recount (diary) – Life at the farm house.	Instructions – How Bronze is made
Writing outcome/s	Fiction	Fiction	Non – fiction
	Setting description	Recount (Diary)	Instructions

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Children will write:	<ol style="list-style-type: none"> 1. Setting description – mountains 2. Setting description – forest 3. Assessment – setting description – the desert 	<ol style="list-style-type: none"> 1. Recount (diary) – The day he found the lion cub. 2. Assessment - Recount (diary) – The day he was sent to boarding school. 	<ol style="list-style-type: none"> 3. Instructions – How arrows are made. 4. Assessment – Instructions – How spears are made.
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Year 3 Summer Term				
12 Weeks	3	3	3	3
Focus text	The Wild Robot Character description – Roz	The Wild Robot Dilemma Narrative - Robot stranded in forest	The Wild Robot How-to-guide – How to survive on an island	Film Review
Writing outcome/s	Fiction Character description	Fiction Dilemma narrative	Non-Fiction How-to-guide	Non – fiction Film Review
Children will write:	<ol style="list-style-type: none"> 1. Character description – Fink 2. Assessment – character description – Bright bill 	<ol style="list-style-type: none"> 1. Dilemma – Robot stranded under the sea 2. Assessment – Dilemma Robot stranded in different environment. 	<ol style="list-style-type: none"> 1. How-to-guide – How to look after an animal. 2. How-to-guide – How to build a robot. 3. Assessment – How to capture a robot. 	<ol style="list-style-type: none"> 1. Film review – half way. 2. Assessment - Film review – finished

Year 4 Autumn Term				
15 Weeks	3	4	5	3

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Focus text	Poem – Always Winter, Never Christmas!	The Lion, The Witch and The Wardrobe Setting Description – Narnia in the snow.	The Lion, The Witch and The Wardrobe Story – through the wardrobe.	Biography Katherine Johnson (NASA)
Writing outcome/s	Fiction Poetry	Fiction Setting Description	Fiction Story	Non-fiction Biography
Children will write:	<ol style="list-style-type: none"> 1. Poem – Winter Wonderland 2. Assessment Poem – The Door (what is beyond the door?) 	<ol style="list-style-type: none"> 1. Setting Description – Narnia when the snow melts. 2. Setting Description – Mr Tumnus’ cave. 3. Assessment – The White Witch’s castle. 	<ol style="list-style-type: none"> 1. Story – change the weather & main setting i.e. not into a wood – change main events. 2. Story – captured by a dwarf – change to a land of darkness. 3. Assessment: adventure story – magic stone – imaginary land. 	<ol style="list-style-type: none"> 1. Biography: Stephen Hawking 2. Biography: Alan Turing 3. Assessment – Biography: Rosalind Franklin.

Year 4 Spring Term			
12 Weeks	3	4	3
Focus text	Charlie and The Chocolate Factory Character description of Augustus Gloop	Charlie and The Chocolate Factory Charlie and the Chocolate Factory – extract when Charlie finds a ticket	Leaflet - visit to Scarborough
Writing outcome/s	Fiction Character Description	Fiction Story	Non-fiction Leaflet

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Children will write:	<ol style="list-style-type: none"> 1. Character description – Charlie 2. Character description – Oompa Loompa 3. Assessment – Character description – Willy Wonka 	<ol style="list-style-type: none"> 1. Extract from the story - Augustus Gloop Disappears! 2. Assessment – story extract - Augustus Gloop – up the pipe! 	<ol style="list-style-type: none"> 1. Leaflet – Whitby 2. Assessment – leaflet - York
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Year 4 Summer Term				
12 Weeks	3	4	3	4
Focus text	The Explorer Setting description – The jungle from the airplane.	The Explorer Recount – The plane crash	The Explorer Persuasive Leaflet – to adopt a tiger	Formal letter – president of Brazil – cutting down rainforests.
Writing outcome/s	Fiction Setting description	Fiction Recount	Non-fiction Leaflet	Non-fiction Formal
Children will write:	<ol style="list-style-type: none"> 1. Setting description – a desert Setting description – under the sea 2. Assessment – setting description – the rainforest 	<ol style="list-style-type: none"> 1. Recount – journey on the raft. 2. Assessment – recount – meeting the explorer. 	<ol style="list-style-type: none"> 1. Leaflet – to adopt an elephant. 2. Assessment - Leaflet – to adopt a sloth. 	<ol style="list-style-type: none"> 1. Formal letter – Tesco – food waste. 2. Formal letter – celebrity – using private jets. 3. Assessment – Formal letter McDonald’s – use of plastic.

Year 5 Autumn Term

Airy Hill Primary School Writing Long Term Plan

15 Weeks	4	3	4	3
Focus text	Secret Garden Poem – House at night	Secret Garden Setting Description of the Secret Garden - overgrown	Secret Garden Informal letter - from Mary's guardian in India to her Uncle	Secret Garden Magazine article – Delphinium
Writing outcome/s	Fiction Poem	Fiction Setting Description	Fiction Letter	Non-fiction Magazine article
Children will write:	<ol style="list-style-type: none"> Poem – garden by day. Assessment – poem - garden by night. 	<ol style="list-style-type: none"> Setting Description – the secret garden when it has been transformed Assessment: setting description – the secret tower 	<ol style="list-style-type: none"> Informal letter reply from Uncle to India. Informal letter – from Mary to Martha's mother (thanking her for skipping ropes and telling her about life in India etc). Assessment – informal letter from Mary to a friend in India 	<ol style="list-style-type: none"> Magazine article – roses Assessment – magazine article - lilies

Year 5 Spring Term				
12 Weeks	3	3	3	3
Focus text	Room 13 Setting description of Whitby in the rain.	Room 13 Room 13 story extract – from the start up to a key point.	Room 13 Diary Entry	Room 13 Balanced Argument – Is physical punishment acceptable?
Writing outcome/s	Fiction Setting description	Fiction Story Extract	Fiction Diary Entry	Non-fiction Balanced Argument

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Children will write:	<ol style="list-style-type: none"> 1. Setting description – Whitby in the snow 2. Setting description – the hotel room at night <p>1. Assessment: setting description – inside Room 13.</p>	<ol style="list-style-type: none"> 1. Story extract– at the stroke of midnight. 2. Assessment: about a hidden trapdoor. 	<ol style="list-style-type: none"> 1. Diary entry – Lisa at the start 2. Diary entry – Fliss Chapter 6 3. Assessment: Diary entry from the perspective of the vampire. 	<ol style="list-style-type: none"> 1. Balanced Argument – Should people go to prison? 2. Assessment: Should physical punishment be acceptable in schools?
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Year 5 Summer Term				
14 Weeks	3	4	3	3
Focus text	Cogheart Character description	Cogheart Persuasive letter to Madame Verdigris – mechanicals have feelings.	Cogheart Sci-Fi Story opening	Scientific report – are some sunglasses safer than others?
Writing outcome/s	Fiction Character description	Non - Fiction Persuasive letter	Fiction Story opening	Non-fiction Scientific report
Children will write:	<ol style="list-style-type: none"> 1. Character description – Lily 2. Character description – Malkin 	<ol style="list-style-type: none"> 1. Persuasive letter – mechanicals should be equal to humans. 	<ol style="list-style-type: none"> 1. Sci – Fi story – opening 2. Sci-Fi story – middle 	<ol style="list-style-type: none"> 1. Scientific report – link to science 2. Assessment – Scientific report – link to science

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	3. Assessment: Character description – Madame Verdigris	2. Assessment: Persuasive letter - Mechanicals should be used instead of humans	3. Assessment: Sci-fi story – ending	
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Year 6 Autumn Term				
15 Weeks	2	4	4	4
Focus text	Poetry – Limericks	The Borrowers Setting description - The main house / rainy night	The Borrowers Diary – Arietty	WW2 Report on the significance of Remembrance Day
Writing outcome/s	Fiction Poetry	Fiction Setting description	Fiction Diary entry	Non-fiction Non-Chronological Report
Children will write:	<p>1. Poetry – ‘There once was a..’ poem.</p> <p>[1 week unit due to Peat Rigg]</p>	<p>1. Setting description – the main house in winter</p> <p>2. Setting description – a rich Borrower’s home.</p> <p>3. Assessment – a Borrower’s home inside a tree trunk. Describe exterior and interior.</p>	<p>1. Diary entry – Humans from above.</p> <p>2. Assessment – diary entry - Pod</p>	<p>1. Report – The significance of the Dunkirk.</p> <p>2. Report – The significance of D-Day.</p> <p>3. Assessment – The significance of the Battle of Britain</p>

Year 6 Spring Term				
10 Weeks	3	3	2	2

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Focus text	The Boy in the striped Pyjamas Story – Blitz from a rescuers point of view.	The Boy in the Striped Pyjamas Diary – Camp commandant	The Boy in the Striped Pyjamas Informal Letter – From Shmuel to Bruno	The Boy in the striped Pyjamas Explanation – prisoner of war camp
Writing outcome/s	Fiction Story	Fiction Diary	Fiction Informal Letter	Non-Fiction Persuasive letter
Children will write:	<ol style="list-style-type: none"> 1. Story – the Blitz from a fire fighter’s point of view. 2. Story – the Boy in the Striped Pyjamas – meeting the boy. 3. Assessment: – different plot with a twist or own choice of Blitz story 	<ol style="list-style-type: none"> 1. Diary – Bruno 2. Assessment - Shmuel 	<ol style="list-style-type: none"> 1. Informal letter – reply from Bruno. 2. Assessment – informal letter – Bruno’s father to the fury. 	<ol style="list-style-type: none"> 1. Explanation – prisoner of war camp in Japan. 2. Assessment - Explanation – concentration camp.

Year 6 Summer Term

12 Weeks	3	3	4	2
Focus text	Who Let the Gods Out? Character description – creature	Who Let the Gods Out? Alternate Ending – Theseus and the Minotaur	Non-chronological report Report – Who were the Ancient Greeks?	London Recount
Writing outcome/s	Fiction Character description	Fiction Narrative – Greek myth alternate ending	Non-fiction Report	Non-fiction Recount

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<p>Children will write:</p>	<ol style="list-style-type: none"> 1. Character Description – given creature. 2. Assessment: Character description – create own creature 	<ol style="list-style-type: none"> 1. Alternate ending – Icarus and Daedalus 2. Alternate ending – Pandora’s Box 3. Assessment: Alternate ending – Perseus and Gorgon Medusa. 	<ol style="list-style-type: none"> 1. Report – Greek gods/goddesses 2. Assessment: report – How did the Greek’s influence the world? 	<ol style="list-style-type: none"> 1. Recount of London - Day 1 2. Assessment - Recount of London – Day 2
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