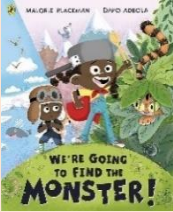



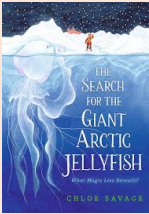

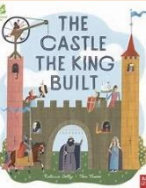




Tadpole Farm– Long Term English Writing Overview

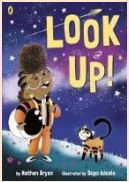
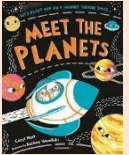
Year 1 Long Term Plan

	Text	Narrative outcome	Non-Fiction outcome	Grammar	Curriculum Writing	Poetry
				<i>Note: spelling and handwriting statements should be focused on during every unit.</i>		
1	 We're Going to Find the Monster Malorie Blackman  Meet The Oceans Caryl Hart	Oral Re-telling <i>'Linked to We're Going to Find the Monster'</i> Sequence pictures and write simple sentences about the story Plot focus: <ul style="list-style-type: none"> ● Series of linked sentences ● Imitation of known stories ● Clear opening and closing sentence 	Writing to Inform: Captions and Labels <i>Linked to 'Meet the Oceans'</i> Features: <ul style="list-style-type: none"> ● Simple present tense ● Third person ● Relevant vocabulary 	Compose a sentence orally before writing it. Write linked sentences after discussion with teacher.	Writing to Inform: Captions and Labels	Teachers' Choice Week 1: 2 days of poetry reciting
2	 Lost in the Toy Museum David Lucas  Welcome to our World Moira Butterfield	Retelling: Sequence and re-tell the story Plot focus: <ul style="list-style-type: none"> ● Series of linked sentences ● Imitation of known stories ● Clear opening and closing sentence 	Writing to Inform: Captions & Labels Features: <ul style="list-style-type: none"> ● Simple present tense ● Third person ● Relevant vocabulary 	Use many capital letters used accurately at the start of sentences. Use many full stops used accurately at the end of sentences. Use and to join words e.g. <i>The dragon was huge and angry and scary.</i>	Writing to Inform: Captions and Labels	Teachers' Choice (modern)

Tadpole Farm– Long Term English Writing Overview

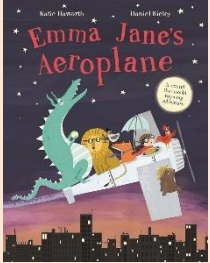

3		<p>The Search for the Giant Arctic Jellyfish Chloe Savage</p>	<p>Setting Description: I can see...</p>	<p>Writing to Inform: Recount Postcard from the professors to a loved one at home (using vocab from setting to support)</p>	<p>Begin to punctuate sentences using question marks.</p>	<p>Writing to Inform: Captions and Labels</p>	
			<p>Setting focus:</p> <ul style="list-style-type: none"> ● Say where the story is taking place ● Make simple statements about the setting 	<p>Features:</p> <ul style="list-style-type: none"> ● Simple past tense ● Chronological order ● First person 	<p>Use present and past tense with some accuracy.</p> <p>Consistently use capital letter for 'I' and their own name.</p>		
4	 	<p>The Queen Next Door Marcela Ferreira</p> <p>(History Topic): The Castle the King Built Rebecca Colby</p>	<p>Character Description About the Queen.</p> <p>GD: contrast of the queen at different points</p>	<p>Writing to Inform: Recount (real experience)</p> <p>Trip to Oxford Castle</p>	<p>Some use of capital letters for proper nouns.</p>	<p>Writing to Inform: Recount</p>	
			<p>Character focus:</p> <ul style="list-style-type: none"> ● Include characters in narrative writing, drawing from shared reading ● Use simple descriptions 	<p>Features:</p> <ul style="list-style-type: none"> ● Simple present tense ● Third person <p>Relevant vocabulary</p>	<p>Use and to join clauses e.g. <i>The dragon was huge and it breathed fire.</i></p>		
5	 	<p>Luna Loves Library Day Joseph Coelho</p> <p><i>(Use Little Red Riding Hood for model)</i></p>	<p>Re-telling <i>Use Luna Loves Library Day as a stimulus</i></p> <p>Retell Little Red Riding Hood (which will be the next book Luna reads.)</p>	<p>Writing to Explain: Instructions</p> <p>How to trap a wolf</p>	<p>Begin to punctuate sentences using exclamation marks.</p> <p>Begin to punctuate sentences using question marks.</p>	<p>Writing to Inform: Recount (real experience)</p>	
			<p>Language features focus:</p>	<p>Features:</p>			

Tadpole Farm– Long Term English Writing Overview



		<p>Use in topic: Martha Maps it Out Leigh Hodgkinson</p>	<ul style="list-style-type: none"> Use the power of 3 with <i>and</i> (e.g. <i>He walked and he walked and he walked.</i>) Imitate simple recurring language from known stories (e.g. <i>He huffed and he puffed.</i>) 	<ul style="list-style-type: none"> Follow and give oral instructions Create picture instructions Appropriate title (e.g. How to...) Simple present tense Second person (you) 			
6	 	<p>Look Up! Nathan Bryon</p>	<p>Alternative setting: Change the setting to the local area</p>	<p>Writing to Argue: Persuasion Simple invitation to watch the meteor shower</p>	<p>Spell the days of the week.</p> <p>Explore how the prefix un- changes the meaning of verbs and adjectives e.g. <i>kind and unkind, wrap and unwrap.</i></p> <p>Recap any grammar which is not secure</p>	<p>Writing to Explain: Instructions</p>	<p>Teachers' Choice (classic)</p>
		<p>Use in topic: Meet the Planets Caryl Hart</p>	<p>Setting focus:</p> <ul style="list-style-type: none"> Say where the story is taking place Make simple statements about the setting 	<p>Features:</p> <ul style="list-style-type: none"> Simple present tense Third person Relevant vocabulary 			

Tadpole Farm– Long Term English Writing Overview


Year 2 Long Term Plan

	Text	Narrative outcome	Non-Fiction outcome	Grammar	Curriculum Writing	Poetry
				<i>Note: spelling and handwriting statements should be focused on during every unit.</i>		
1	 <p>Emma Jane's Aeroplane Katie Haworth</p>	<p>Retelling Sequence and re-tell the story</p> <p>Plot focus:</p> <ul style="list-style-type: none"> Plan and write stories with a simple beginning, middle and end Write endings that resolve the problem and conclude the story 	<p>Writing to Inform: Recount Diary entry from Emma Jane's point of view</p> <p>Features:</p> <ul style="list-style-type: none"> Opening that sets the scene Adverbs for time 5Ws: Who? What? Why? When? Where? Expanded noun phrases to add interest Simple closing statement 	<p>Year 1 Recap: Demarcate many sentences with a capital letter and a full stop.</p> <p>Use question marks mostly correctly.</p> <p>Use capital letters for proper nouns.</p> <p>Use 'and' to join words and simple sentences.</p>	<p>Writing to Argue: Persuasion</p>	<p>Teachers' Choice</p> <p>Week 1: 2 days of poetry reciting</p>
2	 <p>Pip and Egg David Litchfield</p>	<p>New pages: Pip's story whilst Egg is away</p> <p>Character focus:</p> <ul style="list-style-type: none"> Include characters in narrative writing, drawing from shared reading Use simple descriptions 	<p>Writing to Inform: Recount Letter from Egg to Pip explaining what she's seen on her travels</p> <p>Features:</p> <ul style="list-style-type: none"> Opening that sets the scene Adverbs for time 5Ws: Who? What? Why? When? Where? Expanded noun phrases to add interest Simple closing statement 	<p>Use noun phrases to describe and specify.</p> <p>Write sentences with different forms: statements</p> <p>Use a range of co-ordination (<i>refer to grammar progression document</i>)</p>	<p>Writing to Inform: Recount</p>	<p>Teachers' Choice (modern)</p>

Tadpole Farm– Long Term English Writing Overview

3		<p>Lila and the Secret of the Rain David Conway Conway</p>	<p>Different version: Lila and the Secret of the Sun</p> <hr/> <p>Language features focus:</p> <ul style="list-style-type: none"> ● Use the power of three with three adjectives (<i>e.g. it was huge, terrifying and hungry</i>) or three simple noun phrases (<i>e.g. It had shiny scales, sharp teeth and a pointy tail.</i>) ● Use a variety of simple noun phrase structures to add detail (<i>e.g. the scary dragon; the huge and scary dragon, the huge, scary dragon.</i>) ● Use comparative and superlative adjectives (<i>e.g. strong, stronger, strongest</i>) ● Use the progressive to show actions in progress. ● Develop figurative devices: alliteration 	<p>Writing to Explain: Instructions How to make it rain</p> <hr/> <p>Features:</p> <ul style="list-style-type: none"> ● Chronological order ● Equipment or material list (if appropriate) ● Organisation using bullet points/ numbers ● Imperative verbs ● Final evaluative statement 	<p>Write sentences with different forms: commands</p> <p>Use a range of subordination (<i>refer to grammar progression document</i>)</p> <p>Use present (instructions unit) and past tense (fiction unit) mostly correctly and consistently.</p> <p>Use some features of standard written English (link to correct use of irregular past tense verbs).</p>	<p>Writing to Inform: Letter in role</p>	
4		<p>The Secret Sky Garden Linda Sarah</p>	<p>Alternative Setting Change the location (local?)</p>	<p>Writing to Argue: Persuasion Letter to the Eco Committee</p>	<p>Write sentences with different forms: questions</p> <p>Demarcate most sentences in their writing with question marks correctly when required.</p>	<p>Writing to Explain: Instructions</p>	

Tadpole Farm– Long Term English Writing Overview



			Setting focus: <ul style="list-style-type: none"> Describe key elements of the place Describe what can be seen Use noun phrases to support description 	Features: <ul style="list-style-type: none"> Clear viewpoint Opening that sums up the main point Strong, positive words and phrases 	Use a variety of simple pronouns. Commas to separate items in a list.		
5	 <p>Little Red and the Very Hungry Lion Alex T Smith</p>	Alternative Version Little Red and the...	Plot focus: <ul style="list-style-type: none"> Plan and write stories with a simple beginning, middle and end Write endings that resolve the problem and conclude the story 	Writing to Inform: Report Non-chronological report about the lion	Write sentences with different forms: exclamations Demarcate most sentences in their writing with exclamation marks correctly when required. Start to use the progressive form of verbs e.g. <i>The dragon is flying. The people were screaming.</i> Use apostrophes for singular possession in nouns e.g. <i>The lion's teeth, Little Red's hood</i>	Writing to Argue: Persuasion	
6	Nen and the Lonely Fisherman Ian Eagleton	Additional Scene: Follow on from ' <i>but there was no sign of Ernest</i> '. Nen goes into a cave, meets something, escapes said thing and then it finishes with, ' <i>a gasp...a kick...a splash...could it be? Ernest!</i> '	Language features focus:	Writing to Argue: Persuasion Write a persuasive letter from Nen to this father to let him go to the surface and meet Ernest	The use of –ly in standard English to turn adjectives into adverbs. Use a variety of simple, compound and complex sentences. Apostrophes to mark where letters are missing in spelling	Writing to Inform: Report	Teachers' Choice (classic)

Tadpole Farm– Long Term English Writing Overview

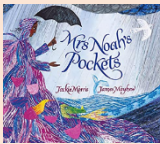

			<ul style="list-style-type: none"> ● Use the power of three with three adjectives (<i>e.g. it was huge, terrifying and hungry</i>) or three simple noun phrases (<i>e.g. It had shiny scales, sharp teeth and a pointy tail.</i>) ● Use a variety of simple noun phrase structures to add detail (<i>e.g. the scary dragon; the huge and scary dragon, the huge, scary dragon.</i>) ● Use comparative and superlative adjectives (<i>e.g. strong, stronger, strongest</i>) ● Use the progressive to show actions in progress. ● Develop figurative devices: alliteration 	<ul style="list-style-type: none"> ● Opening that sums up the main point ● Strong, positive words and phrases 			
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Tadpole Farm– Long Term English Writing Overview


Year 3 Long Term Plan

	Text	Narrative outcome	Non-Fiction outcome	Grammar	Curriculum Writing	Poetry
				<i>Note: spelling and handwriting statements should be focused on during every unit.</i>		
1	 <p>The Mermaid Moon Briony May-Smith</p>	<p>Retelling Whole story</p> <p>Plot focus:</p> <ul style="list-style-type: none"> Introduce the concept of stories needing a problem/conflict Introduce the story arc: setting the scene, problem, rising action, climax, falling action, resolution Plan and write stories using the story arc 	<p>Writing to Inform: Recount Diary entry from Molly’s point of view (GD: contrast with another character’s viewpoint)</p> <p>Features:</p> <ul style="list-style-type: none"> First or third person (as required) Adverbs and conjunctions for time Topic sentences and signposts to guide the reader 	<p>Year 2 Recap: Spell many KS1 common exception words correctly.</p> <p>Add –er, -est, -ing, -ed, -s where there is no change to the root word e.g. jump, jumping, jumper.</p> <p>Demarcate most sentences accurately with full stops and capital letters.</p> <p>Use expanded noun phrases to add detail e.g. <i>the scary dragon, red hot flames.</i></p> <p>Write sentences that make sense.</p>	<p>Writing to Argue: Persuasion</p>	<p>Teachers’ Choice</p> <p>Week 1: 2 days of poetry reciting</p>
2	 <p>STONE AGE BOY SATOSHI KITAMURA</p>	<p>New story (sequel) Om visits modern day</p>	<p>Writing to Argue: Persuade Letter from boy to Om to persuade her to stay in modern times</p>	<p>Describe settings in narratives e.g. <i>describing the time and place, what can be heard and felt etc.</i></p>	<p>Writing to Inform: Recount</p>	<p>Teachers’ Choice (modern)</p>


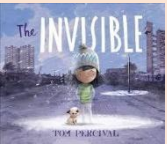
Tadpole Farm– Long Term English Writing Overview

		Stone Age Boy Satoshi Kitamura	Setting focus: <ul style="list-style-type: none"> Describe the time and place Describe what can be heard and felt Describe characters' physical reactions to the setting Use prepositional phrases to establish a clear picture of a setting	Features: <ul style="list-style-type: none"> Logical connectives <i>e.g. therefore, as a result, in conclusion</i> Words and phrases to indicate concession <i>e.g. while it is true that, in spite of, despite this, however, still, nevertheless</i> Evidence to discredit possible counter arguments 	Use apostrophes for contractions correctly <i>e.g. can't, won't, shouldn't.</i> Extend the range of sentences with more than one clause by using a wider range of conjunctions (<i>refer to grammar progression document</i>) (non-fiction)		
3		Mrs Noah's Pockets Jackie Morris	Alternative Version: Change flood to too dry/too much sun Character focus: <ul style="list-style-type: none"> Describe characters' thoughts and feelings Use adverbs in speech to reflect how characters are feeling Write narratives with a clear protagonist and antagonist 	Writing to Explain: Instructions How to save animals from the flood Features: <ul style="list-style-type: none"> Conjunctions and adverbs for time <i>e.g. firstly, next, then, after</i> Adverbs for manner <i>e.g. carefully, quickly</i> Diagrams or illustrations Subject-specific vocabulary Clear and concise 	Describe characters in narratives <i>e.g. describing characters' appearance, feelings.</i> Use apostrophes for singular possession correctly <i>e.g. the dragon's teeth.</i> Start to use paragraphs to group related information. Use conjunctions, prepositions and adverbs for time	Writing to Argue: Persuasion	
4		The Barnabus Project The Fan Brothers	New story (sequel) Barnabus and the other failed projects go back to rescue the perfect pets	Writing to Inform: Report Non-chronological report about an imperfect pet	Use noun phrases expanded with adjectives and adverbs <i>e.g. extremely hot flames; a brave and dangerous mission;</i>	Writing to Explain: Instructions	

Tadpole Farm– Long Term English Writing Overview

			<p>Language features focus:</p> <ul style="list-style-type: none"> • Use the power of 3 with verbs (<i>e.g. the dragon stirred, snorted and blew out a puff of smoke</i>) and with prepositional phrases (<i>e.g. It flew into the sky, through the clouds and towards the sun.</i>) • Use noun phrases with adverbs and adjectives (<i>e.g. a really scary dragon</i>) • Refine adjective choices in noun phrases to support meaning and avoid repetition • Use precise adjectives (<i>e.g. crimson instead of red</i>) • Develop figurative devices: similes 	<p>Features:</p> <ul style="list-style-type: none"> • Present/past perfect Introduction • Summary Chronological order if needed • Technical vocabulary • Glossary 	<p><i>the most terrifying dragon in the whole world.</i></p> <p>Punctuate sentences accurately with commas in lists.</p> <p>Use simple organisational devices e.g. <i>headings, sub-headings, captions.</i> (non-fiction unit)</p> <p>Use present tense correctly and consistently (non-fiction unit)</p>		
5		<p>A Home for Grace</p> <p>Kathryn White</p>	<p>Alternative Viewpoint: from Grace's point of view</p>	<p>Writing to Inform: Recount Letter from Jess to Grace</p>	<p>Punctuate speech using inverted commas (speech marks) with some accuracy.</p> <p>Use past tense correctly and consistently</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (<i>refer to</i></p>	<p>Writing to Inform: Report</p>	

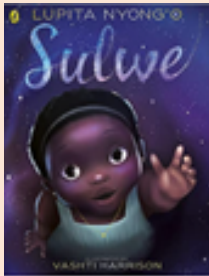

Tadpole Farm– Long Term English Writing Overview

			<ul style="list-style-type: none"> Vary verb choices within the reported clause (<i>e.g. said, answered, shouted</i>) <p>Use adverbs after the reporting clause to reflect the character (<i>e.g. angrily, quietly, sneakily</i>)</p>	<ul style="list-style-type: none"> Topic sentences and signposts to guide the reader 	<i>grammar progression document</i>		
6	 	Marcy and the Riddle of the Sphinx Jo Todd Stanton The Invisible Tom Percival	Alternative Version A new quest for Marcy	Writing to Argue: Persuade (real experiences) Letter to Head/Local MP: improve our environment	Punctuate sentences accurately with exclamation marks. Use the progressive form of the verb to show actions in progress e.g. <i>The dragon was flying in the air. The flames are burning the village.</i> Use conjunctions, prepositions and adverbs for place	Writing to Inform: Recount	Teachers' Choice (classic)
			Setting focus: <ul style="list-style-type: none"> Describe the time and place Describe what can be heard and felt Describe characters' physical reactions to the setting Use prepositional phrases to establish a clear picture of a setting 	Features: <ul style="list-style-type: none"> Logical connectives <i>e.g. therefore, as a result, in conclusion</i> Words and phrases to indicate concession e.g. <i>while it is true that, in spite of, despite this, however, still, nevertheless</i> Evidence to discredit possible counter arguments 			
			New Story Making a difference (change environment to Tadpole Farm)	Writing to Inform: Recount Diary entries from different perspectives			
			Dialogue focus: <ul style="list-style-type: none"> Use direct speech followed by the reporting clause Use dialogue to reflect characters' personality 	Features: <ul style="list-style-type: none"> First or third person (as required) Adverbs and conjunctions for time 			

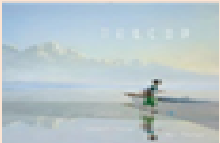

Tadpole Farm– Long Term English Writing Overview

			<ul style="list-style-type: none"> • Vary verb choices within the reported clause (<i>e.g. said, answered, shouted</i>) • Use adverbs after the reporting clause to reflect the character (<i>e.g. angrily, quietly, sneakily</i>) 	<ul style="list-style-type: none"> • Topic sentences and signposts to guide the reader 			
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Tadpole Farm– Long Term English Writing Overview

	Text	Narrative outcome	Non-Fiction outcome	Grammar	Curriculum Writing	Poetry
				<i>Note: spelling and handwriting statements should be focused on during every unit.</i>		
1	 <p>Sulwe Lupita Nyong'o</p>	<p>Innovation: Write the fable of the rain and the sun</p>	<p>Writing to Argue: Persuasion Write a letter to the people of the Earth saying why they should treat Day and Night equally</p>	<p>Year 3 Recap: Demarcate sentences accurately with full stops, capital letters, question marks and exclamation marks.</p> <p>Use a range of adverbs for time e.g. later, soon, next and place e.g. here, there, away, nearby.</p> <p>Use simple past and present tense mostly accurately.</p> <p>Use a range of co-ordinating and subordinating conjunctions.</p>	<p>Writing to Inform: Recount</p>	<p>Teachers' Choice</p> <p>Week 1: 2 days of poetry reciting</p>
	<p>Plot focus:</p> <ul style="list-style-type: none"> Expand the rising and falling action sections of the story arc to provide detail Experiment with different ways to start and end stories Link the ending to the opening where appropriate 	<p>Features</p> <ul style="list-style-type: none"> Effective ordering of main points Elaboration/evidence/examples for each key point Repetition for effect Rhetorical questions Emotive or boastful language Adverbs for quantity e.g. <i>many, few, some, every</i> and frequency e.g. <i>often, always, rarely</i> 				
2	 <p>A Hero Like Me Angela Joy and Jen Reid</p>	<p>Alternative Viewpoint: Retell from Jen's perspective</p>	<p>Writing to Inform: Report New broadcast about the events</p>	<p>Use inverted commas and other punctuation accurately to indicate direct speech e.g. <i>"Help me," Alex screamed.</i> <i>"This dragon's going to burn me to a crisp!"</i></p> <p>Develop characters in narrative e.g. <i>describing characters' behaviour, thoughts, reactions to events</i></p>	<p>Writing to Argue: Persuasion</p>	<p>Teachers' Choice (modern)</p>
	<p>Dialogue focus: Split speech (reporting clause in the middle of the direct speech)</p> <ul style="list-style-type: none"> Use dialogue to advance the action 	<p>Features:</p> <ul style="list-style-type: none"> Adverbs for quantity e.g. <i>many, few, some, every</i> Adverbs for frequency e.g. <i>often, always, rarely</i> 				


Tadpole Farm– Long Term English Writing Overview

			<ul style="list-style-type: none"> • Include non-verbal details (e.g. descriptions of what characters are doing) • Mix dialogue with actions (e.g. coughing, laughing, eating etc.) • Balance dialogue with action 	<ul style="list-style-type: none"> • Logical structure, moving from the generic to the more specific • Rhetorical questions to engage the reader 	Accurately manage tense changes where needed e.g. a story written in the past tense with present tense for speech.		
3		<p>Teacup Rebecca Young</p>	<p>Retell Retell the story in first person with emotions</p>	<p>Writing to Inform: Recount Boy's diary entries at different points of his journey</p>	<p>Use fronted adverbials for manner e.g. <i>shaking uncontrollably, with fear in her eyes; place e.g. inside the castle, all over its back and time e.g. many years ago, after a while.</i></p> <p>Use commas to mark fronted adverbials e.g. <i>Later that morning, From deep within the cave,</i></p> <p>Organise content into relevant paragraphs across the text.</p>	Writing to Inform: Report	
		<p>Character focus:</p> <ul style="list-style-type: none"> • Describe characters' actions and mannerisms • Use noun phrases with post-modification to add descriptive detail • Use fronted adverbials for manner to describe characters' actions <p>Reflect characters through what they say and how they say it.</p>	<p>Features:</p> <ul style="list-style-type: none"> • Inclusion of additional information to amuse, interest or inform the reader • Inclusion of quotes 				
4		<p>Winter's Child Angela McAllister</p>	<p>Sequel: Spring's Child</p>	<p>Writing to Explain: Instructions How to Survive a Winter Storm</p>	<p>Use a range of subordinating conjunctions to form complex sentences (<i>refer to the grammar progression document</i>)</p>	Writing to Inform: Recount	

Tadpole Farm– Long Term English Writing Overview


			<p>Language features focus:</p> <ul style="list-style-type: none"> • Use the power of 3 with adverbial phrases (e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.) • Use post-modified noun phrases (e.g. a very scary dragon in the heart of the cave.) • Use fronted adverbials to indicate time, place and manner. <ul style="list-style-type: none"> • Develop figurative devices: hyperbole and personification 	<p>Features:</p> <ul style="list-style-type: none"> • Direct appeal to the reader for example through warnings, <i>Don't add more glue...; additional advice</i>, <i>If it doesn't stick...; suggestions</i>, <i>You could improve it by...; persuasion</i>, <i>You're bound to love the result...; encouragement</i>, <i>Only one step left...</i> • Rhetorical questions 	<p>Maintain cohesion across a piece of writing, including through the use of a variety of nouns and pronouns <i>e.g. the dragon, the monster, the beast, it; Alex, she, the girl.</i></p> <p>Use headings and sub-headings appropriately in non-fiction writing. (non-fiction)</p> <p>Use present tense correctly and consistently throughout writing. (non-fiction)</p>		
5	 <p>The Day the War Came Nicola Davies</p>		<p>New pages: Expand on the journey (shown through illustrations)</p> <p>Setting focus:</p> <ul style="list-style-type: none"> • Describe the time, place and weather • Use all five senses to support description • Describe the relationship between the setting and the characters (<i>physical, emotional</i>) • Use noun phrases post modified with 	<p>Writing to Argue: Persuasion Brochure to persuade people to come and join Tadpole Farm</p> <p>Features:</p> <ul style="list-style-type: none"> • Effective ordering of main points • Elaboration/evidence/examples for each key point • Repetition for effect • Rhetorical questions • Emotive or boastful language • Adverbs for quantity e.g. <i>many, few, some, every</i> and frequency <i>e.g. often, always, rarely</i> 	<p>Develop settings in narrative e.g. e.g. <i>describing the time and weather and using the five senses.</i></p> <p>Use noun phrases expanded by prepositional phrases e.g. <i>the dragon with a fire-breathing mouth; razor-sharp talons at the end of its arms.</i></p> <p>Use present (non-fiction) and past tense (fiction) correctly and consistently throughout writing.</p>	<p>Writing to Explain: Instructions</p>	

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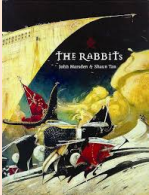
			prepositional phrases to enhance description				
6		The Black Dog Levi Pinfold	<p>Extra Pages The Hope family’s story while Small is out with the dog</p> <p>Dialogue focus: Split speech (reporting clause in the middle of the direct speech)</p> <ul style="list-style-type: none"> • Use dialogue to advance the action • Include non-verbal details (e.g. descriptions of what characters are doing) • Mix dialogue with actions (e.g. coughing, laughing, eating etc.) <ul style="list-style-type: none"> • Balance dialogue with action 	<p>Writing to Inform: News bulletin Mysterious black dog appears</p> <p>Features:</p> <ul style="list-style-type: none"> • Adverbs for quantity e.g. <i>many, few, some, every</i> • Adverbs for frequency e.g. <i>often, always, rarely</i> • Logical structure, moving from the generic to the more specific • Rhetorical questions to engage the reader 	<p>Show some variety in complex sentence structure, positioning the subordinate clause at the start (e.g. <i>Although it was dangerous, Alex was determined to face the dragon.</i>) and at the end (e.g. <i>Alex was determined to face the dragon, although it was dangerous.</i>) of sentences</p> <p>Use the present perfect form of verbs e.g. <i>The villagers have been terrified. The dragon has been defeated.</i> (non-fiction)</p>	<p>Writing to Argue: Persuasion (brochure)</p>	<p>Teachers’ Choice (classic)</p>

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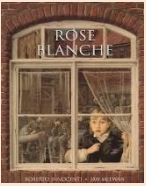
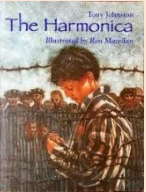
Year 5 Long Term Plan

	Text		Narrative outcome	Non-Fiction outcome	Grammar	Curriculum Writing	Poetry
					<i>Note: spelling and handwriting statements should be focused on during every unit.</i>		
1		The Golden Cage Anna Castagnoli	Sequel: Choose from one of the three options detailed at the end of the book	Writing to Inform: Newspaper Bulletin The Blood Princess Strikes!	Year 4 Recap: Use coordinating and subordinating conjunctions. Identify main and subordinate clauses. Demarcate sentences accurately with full stops, capital letters, questions marks and exclamation marks. Use apostrophes for contractions and singular possession accurately.	Writing to Inform: News bulletin	Teachers' Choice Week 1: 2 days of poetry reciting
Dialogue focus: <ul style="list-style-type: none"> Split speech (<i>reporting clause in the middle of the direct speech</i>) Use dialogue to advance the action Include non-verbal details (<i>e.g. descriptions of what characters are doing</i>) 			Features: <ul style="list-style-type: none"> Logically sequenced paragraphs <i>e.g. opening statement; more detailed classification; description of the subject with examples/elaboration of points; summary</i> Tables, diagrams or images that add or summarise information 				

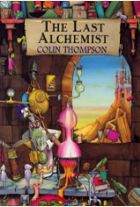
Tadpole Farm– Long Term English Writing Overview

			<ul style="list-style-type: none"> Mix dialogue with actions (<i>e.g. coughing, laughing, eating etc.</i>) Balance dialogue with action 	<ul style="list-style-type: none"> Appropriate level of formality for the intended audience 	<p>Use commas in lists and speech marks around direct speech with some accuracy.</p> <p>Use simple paragraphs.</p>		
2		<p>The Rabbits John Marsden</p> <p>(Topic) Lands of Belonging Donna and Vikesh Amey Bhatt</p>	<p>Alternative viewpoint: Retell the story from the Rabbits’ point of view</p>	<p>Writing to inform: Recount Diary entry of detailing the Rabbits’ voyage across the sea and the moment they see the land for the first time</p>	<p>Develop characters in narrative e.g. <i>through using show-not-tell, describing reactions to other characters, reactions to the setting.</i></p> <p>Write complex sentences with the subordinate clause at the start, (e.g. <i>Although it was dangerous, Alex was determined to face the dragon.</i>); middle (e.g. <i>Alex was determined, although it was dangerous, to face the dragon.</i>) and end (e.g. <i>Alex was determined to face the dragon, although it was dangerous.</i>) of the sentence.</p> <p>Use commas to mark subordinate clauses e.g. <i>Alex, who was incredibly brave, charged up to the fierce creature. Alex charged up to the dragon, which was an incredibly brave thing to do.</i></p>	<p>Writing to Inform: Newspaper Bulletin</p>	<p>Teachers’ Choice (modern)</p>


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3		<p>The Man Who Walked Between Two Towers Mordica i Gerstein</p>	<p>Prequel Following Petite’s journey as he prepared and walked between the steeples of Notre Dame Cathedral</p>	<p>Writing to explain: Instructions Survival Guide: walking across two towers</p>	<p>Develop settings in narrative e.g. <i>describing the place, time and environment and show how the setting effects the plot</i></p> <p>Use relative pronouns (<i>that, which, who, whom, whose</i>) to write relative clauses.</p> <p>Use commas to mark relative clauses e.g. <i>Alex, who was incredibly brave, charged up to the fierce creature. Alex charged up to the dragon, which was an incredibly brave thing to do.</i></p>	<p>Writing to inform: Recount</p>	
<p>Setting focus:</p> <ul style="list-style-type: none"> Describe the place, time and environment, including the social/cultural context Show how the setting effects the plot e.g. how obstacles/limitations create conflict to overcome Use relative and subordinate clauses to add detail about the setting and its impact 	<p>Features:</p> <ul style="list-style-type: none"> Maintain the chosen level of formality throughout the text Write instructions at different levels of formality, using appropriate language and style 						
4	 	<p>Rose Blanche Ian McKewan</p> <p>The Harmonica Tony Johnston (to supplement Rose Blanche -</p>	<p>Alternative Ending Rose survives and runs off into the woods. She bumps into boy who fed bread to who also ran off into the forest (use The Harmonica for his character)</p>	<p>Writing to Argue: Discussion Was Rose right to feed the children in the camp?</p>	<p>Use dialogue in narrative to show the relationship between characters and move the action on.</p> <p>Use a range of devices to build cohesion within and across paragraphs e.g. <i>consistent tense and person; pronoun chains; range of conjunctions; adverbs and adverbial phrases; repetition for effect.</i></p>	<p>Writing to Explain: Instructions</p>	
<p>Language features focus:</p> <ul style="list-style-type: none"> Link series of sentences using the power of 3 <i>(e.g. It was cold. Colder than they had ever known. So cold that the</i> 	<p>Features:</p> <ul style="list-style-type: none"> Structure that moves from the generic to the more specific for each point Simple psychology to appeal to the reader 						

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		<p>boy she passes bread to)</p>	<p><i>tips of their frost-bitten fingers were blue.)</i></p> <ul style="list-style-type: none"> Use noun phrases in apposition to develop description (e.g. <i>Swooping from above the ferocious dragon could be seen, a creature feared throughout the kingdom, a fiend from the depths of hell.)</i>) Add detail through using relative clauses and parenthesis. Develop figurative devices: metaphor and imagery 	<ul style="list-style-type: none"> Use of statistics and quotes to support points Modal verbs e.g. <i>will, can, may, must, should</i> Adverbs for possibility e.g. <i>certainly, surely, undoubtedly, possibly</i> Adverbs for viewpoint e.g. <i>obviously, clearly, evidently, naturally</i> 	<p>Begin to use brackets, dashes and commas to mark parenthesis e.g. <i>The creature, a terrifying dragon, was waiting for her</i></p>		
5		<p>The Last Alchemist Colin Thompson</p>	<p>New story The first 13 – the story of the other royal alchemists</p> <p>Plot focus:</p> <ul style="list-style-type: none"> Introduce the concept of pacing when using the story arc to show where to expand or condense different sections Make sure anything that the plot relies on later is referenced 	<p>Writing to Argue: Persuasion Why should Spinifex stop?</p> <p>Features:</p> <ul style="list-style-type: none"> Structure that moves from the generic to the more specific for each point Simple psychology to appeal to the reader Use of statistics and quotes to support points Modal verbs e.g. <i>will, can, may, must, should</i> 	<p>Use tense consistently and correctly throughout their writing, including accurate use of simple, progressive and perfect verb forms where used.</p> <p>Begin to use brackets, dashes and commas to mark parenthesis e.g. <i>Alex had decided – come what may – to defeat the beast.</i></p>	<p>Writing to Argue: Discussion</p>	


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				<ul style="list-style-type: none"> Adverbs for possibility e.g. <i>certainly, surely, undoubtedly, possibly</i> Adverbs for viewpoint e.g. <i>obviously, clearly, evidently, naturally</i> 	<p>Use modal verbs e.g. <i>can, could, couldn't, should, will, won't, would, may</i> to indicate degrees of possibility (non-fiction)</p> <p>Use adverbs e.g. <i>possibly, certainly, definitely, perhaps, surely</i> to indicate degrees of possibility. (non-fiction)</p>		
6		<p>The Phone Booth in Mr Hirota's Garden Rachel Wada & Heather Smith</p>	<p>New scene Write a new scene for the middle of the story, developing Makio & Mr Hirota's characters through dialogue</p>	<p>Writing to Explain: Explanation How tsunamis are formed</p>	<p>Begin to use brackets, dashes and commas to mark parenthesis e.g. <i>Eastern dragons (from China) are thought to bring good fortune.</i></p> <p>Use tense consistently and correctly throughout their writing, including accurate use of simple, progressive and perfect verb forms where used.</p> <p>Use the perfect form of verbs to mark relationships of time and cause e.g. <i>It has been reported that dragon eggs have been found on the South coast. Scientists had believed the eggs were from a bird of prey but, after the first egg hatched yesterday, they have now confirmed the eggs are</i></p>	<p>Writing to Argue: Persuasion</p>	<p>Teachers' Choice (classic)</p>
			<p>Language features focus:</p> <ul style="list-style-type: none"> Link series of sentences using the power of 3 (<i>e.g. It was cold. Colder than they had ever known. So cold that the tips of their frost-bitten fingers were blue.</i>) Use noun phrases in apposition to develop description (<i>e.g. Swooping from above the ferocious dragon could be seen, a creature feared throughout the</i> 	<p>Features:</p> <ul style="list-style-type: none"> Title (using why or how) Generic opening statement to introduce the topic Series of logical steps/phases, in chronological order Conclusion Present tense, third person Adverbs and conjunctions for time Technical language Diagrams/images/flow charts (if appropriate) 			


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			<p><i>kingdom, a fiend from the depths of hell.)</i></p> <ul style="list-style-type: none"> • Add detail through using relative clauses and parenthesis. • Develop figurative devices: metaphor and imagery 		<p><i>baby dragons.</i> (fiction and non-fiction)</p> <p>Use further organisational and presentational devices to structure text and to guide the reader e.g. <i>bullet points, diagrams, pictures, font size and type.</i> (non-fiction)</p>		
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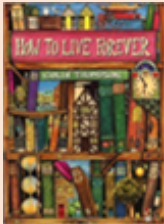
Year 6 Long Term Plan

	Text	Narrative outcome	Non-Fiction outcome	Grammar	Curriculum Writing	Poetry
				<i>Note: spelling and handwriting statements should be focused on during every unit.</i>		
1	 <p>The Giant and the Sea Trent Jamieson & Rovina Cai</p>	<p>Sequel What happens the second time around?</p>	<p>Writing to Argue: Discussion Should the town turn off the machine?</p>	<p>PKS and WTS Check: Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination and some subordination to join clauses.</p> <p>Use paragraphs to organise ideas</p> <p>In narratives, describe settings and characters</p> <p>Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</p>	<p>Writing to Explain: Explanation</p>	<p>Teachers' Choice</p> <p>Week 1: 2 days of poetry reciting</p>
		<p>Language features:</p> <ul style="list-style-type: none"> • Use the power of 3 to extend detail in sentences • Use passive voice create empathy or suspense. <p>Extension:</p> <ul style="list-style-type: none"> • Experiment with subject verb inversion (<i>e.g. Out of the sky came a terrifying beast.</i>) 	<p>Features:</p> <ul style="list-style-type: none"> • Logical connectives <i>e.g. therefore, as a result, in conclusion</i> • Words and phrases to indicate concession <i>e.g. while it is true that, in spite of, despite this, however, still, nevertheless</i> • Evidence to discredit possible counter arguments 			

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			<ul style="list-style-type: none"> Develop figurative devices: allusion (<i>e.g. He had Herculean strength. It was a Pandora's box of horrors</i>) and extended metaphor 		Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list		
2		Paradise Sands Levi Pinfold	Alternative plot: Change the deal the girl makes with the Teller	Writing to Explain: Survival Guide How to survive in Paradise Sands	In narratives, describe settings and atmosphere e.g. <i>create atmosphere, include elements which are unique etc.</i> Use a wide range of devices to build cohesion within and across paragraphs e.g. <i>the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis</i> Use further organisational and presentational devices to structure text and to guide the reader e.g. <i>headings, sub-headings, columns, bullets, or tables, to structure text</i> Using expanded noun phrases to convey complicated information concisely	Writing to Argue: Discussion	Teachers' Choice (modern)
			Setting focus: <ul style="list-style-type: none"> Include elements/details of the setting that are unique Interweave setting description throughout the narrative Create atmosphere through the setting description 	Features: <ul style="list-style-type: none"> Title (using why or how) Generic opening statement to introduce the topic Series of logical steps/phases, in chronological order Conclusion Present tense, third person Adverbs and conjunctions for time Technical language Diagrams/images/flow charts (if appropriate) 			


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3		<p>How to Live Forever Colin Thompson</p>	<p>Alternative ending: Peter reads the book 2 weeks</p> <p>Dialogue focus:</p> <ul style="list-style-type: none"> Split speech (<i>reporting clause in the middle of the direct speech</i>) Use dialogue to advance the action Include non-verbal details (<i>e.g. descriptions of what characters are doing</i>) Mix dialogue with actions (<i>e.g. coughing, laughing, eating etc.</i>) Balance dialogue with action <p>Character focus:</p> <ul style="list-style-type: none"> Describe characters' motives Use noun phrases in apposition to emphasise aspects of characterisation Use the plot to reveal characterisation 	<p>Writing to Argue: Persuasion (Formal) Persuade Peter to read, or not to read, the book 2 weeks</p> <p>Features:</p> <ul style="list-style-type: none"> Appropriate level of formality Clear viewpoint, elaboration/evidence/examples Emotive language Use of statistics and quotes to support points Repetition for effect, rhetorical questions Modal verbs & adverbs for possibility (e.g. certainly, surely, possibly) and viewpoint (e.g. obviously, clearly, naturally) Closing statement that reinforces the argument logical connectives (<i>e.g. therefore, in conclusion</i>) Words and phrases to indicate concession (e.g. <i>while it is true that, in spite of, despite this, however, nevertheless</i>) 	<p>In narratives, describe characters e.g. <i>describe characters' motives</i></p> <p>In narratives, integrate dialogue to convey character and advance the action</p> <p>Use passive verbs to affect the presentation of information in a sentence (teach through non-fiction units)</p> <p>Use hyphens to avoid ambiguity e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i></p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p>	<p>Writing to Explain: Survival Guide</p>	

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			<ul style="list-style-type: none"> • Use dialogue to show the relationship between characters • Use a confidante where appropriate to reveal a characters' true feelings 	<ul style="list-style-type: none"> • Evidence to discredit possible counter-arguments <p>simple psychology to appeal to the audience</p>			
			<p>Sequel: Peter and the Ancient Child go on a quest together to find a book of magic spells which can end the immortality curse. 1 week</p>	<p>Writing to inform: Report News bulletin: missing books found but at what cost? 1 week</p>			


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			<p>Plot focus:</p> <ul style="list-style-type: none"> Consider different types of conflict e.g. is the character in conflict with themselves, another person, nature, society? Use foreshadowing as a way to engage or divert the reader 	<p>Features:</p> <ul style="list-style-type: none"> Passive voice to avoid personalisation and maintain an appropriate level of formality Nominalisation to maintain formality Language of comparison and contrast e.g. equally, both...and..., similarly, just as...so does, in contrast, alternatively Description used to add precision Integration of other text types if appropriate 			
4		<p>Paper Son: The</p>	<p>Additional Dialogue: Write additional dialogue between the father when they are reunited in America</p>	<p>Writing to inform: Recount Contrasting diary entries from the father and the son about settling into life in America</p>	Using the perfect form of verbs to mark relationships	<p>Writing to Argue:</p>	

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	<p>Inspiring Story of Tyrus Wong Julie Leung</p>	<p>2 weeks</p> <p>Dialogue focus:</p> <ul style="list-style-type: none"> Split speech (<i>reporting clause in the middle of the direct speech</i>) Use dialogue to advance the action Include non-verbal details (<i>e.g. descriptions of what characters are doing</i>) Mix dialogue with actions (<i>e.g. coughing, laughing, eating etc.</i>) Balance dialogue with action <p>Character focus:</p> <ul style="list-style-type: none"> Describe characters' motives Use noun phrases in apposition to emphasise aspects of characterisation Use the plot to reveal characterisation Use dialogue to show the relationship between characters Use a confidante where appropriate to reveal a characters' true feelings 	<p>1.5 weeks</p> <p>Features:</p> <ul style="list-style-type: none"> Use of passive voice and nominalisation to create a formal tone in impersonal recounts Possible adapting of chronology in fictional recounts through using flashbacks 	<p>of time and cause (teach through diary entries)</p> <p>Use semi-colons to mark boundaries between independent clauses e.g. <i>It's raining; I'm fed up</i></p>	<p>Persuasion (Formal)</p>	
		<p>Re-write: The first part of the book as a story in the 3rd person</p>	<p>Writing to Argue: Persuasion</p>			

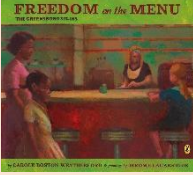
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			<p>(getting the papers - being re-united with his father)</p> <p>1 week</p> <p>Language features:</p> <ul style="list-style-type: none"> • Use the power of 3 to extend detail in sentences • Use passive voice create empathy or suspense. <p>Extension:</p> <ul style="list-style-type: none"> • Experiment with subject verb inversion (<i>e.g. Out of the sky came a terrifying beast.</i>) • Develop figurative devices: allusion (<i>e.g. He had Herculean strength. It was a Pandora's box of horrors</i>) and extended metaphor 	<p>Travel brochure: Come to Golden Mountain!</p> <p>1.5 weeks</p> <p>Features:</p> <ul style="list-style-type: none"> • Logical connectives <i>e.g. therefore, as a result, in conclusion</i> • Words and phrases to indicate concession <i>e.g. while it is true that, in spite of, despite this, however, still, nevertheless</i> • Evidence to discredit possible counter arguments 			
5	 <p>The Promise Nicola Davies</p>	<p>Alternative Version: Change the item found and its impact on the city</p> <p>2 weeks</p>	<p>Writing to Explain: Instructions How to improve a city</p> <p>1 week</p>	<p>Use colons to mark boundaries between independent clauses <i>e.g. I'm incredibly scared: I haven't done this before.</i></p>	<p>Writing to inform: Recount</p> <p>The Undefeated: Timelines from Black History (book)</p>		

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			<p>Setting focus:</p> <ul style="list-style-type: none"> ● Include elements/details of the setting that are unique ● Interweave setting description throughout the narrative ● Create atmosphere through the setting description 	<p>Features:</p> <ul style="list-style-type: none"> ● Title (using why or how) ● Generic opening statement to introduce the topic ● Series of logical steps/phases, in chronological order ● Conclusion ● Present tense, third person ● Adverbs and conjunctions for time ● Technical language ● Diagrams/images/flow charts (if appropriate) 	<p>Use a colon to introduce a list and semi-colons within lists</p> <p>Punctuate bullet points consistently</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register</p>		
			<p>Next scene: The girl meets with the old lady and they talk about the promise and the impact it has had on the city</p> <p>1 week</p>	<p>Writing to Inform: Non-Chronological Report Based on the new city 1 week</p>			
			<p>Dialogue focus:</p> <ul style="list-style-type: none"> ● Split speech (<i>reporting clause in the middle of the direct speech</i>) ● Use dialogue to advance the action ● Include non-verbal details (<i>e.g. descriptions of what characters are doing</i>) 	<p>Features:</p> <ul style="list-style-type: none"> ● Passive voice to avoid personalisation and maintain an appropriate level of formality ● Nominalisation to maintain formality ● Language of comparison and contrast e.g. equally, both...and..., similarly, just 			

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			<ul style="list-style-type: none"> Mix dialogue with actions (<i>e.g. coughing, laughing, eating etc.</i>) Balance dialogue with action <p>Character focus:</p> <ul style="list-style-type: none"> Describe characters' motives Use noun phrases in apposition to emphasise aspects of characterisation Use the plot to reveal characterisation Use dialogue to show the relationship between characters Use a confidante where appropriate to reveal a characters' true feelings 	<p>as...so does, in contrast, alternatively</p> <ul style="list-style-type: none"> Description used to add precision Integration of other text types if appropriate 			
6	 <p>Freedom on the Menu Carole Boston Weatherford</p>	<p>New page for the story Brother tries to persuade his friends to go to the sit ins</p> <p>Setting focus:</p> <ul style="list-style-type: none"> Include elements/details of the setting that are unique Interweave setting description throughout the narrative 	<p>Writing to Inform: Biography Maya Angelou</p> <p>Features:</p> <ul style="list-style-type: none"> Passive voice to avoid personalisation and maintain an appropriate level of formality Nominalisation to maintain formality Language of comparison and contrast e.g. equally, 	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>*Plug gaps*</p>	<p>Writing to Inform: Non-Chronological Report</p>	<p>Rise: Maya Angelou Bethany Hegedus</p>	

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			<ul style="list-style-type: none">• Create atmosphere through the setting description	<p>both...and.., similarly, just as...so does, in contrast, alternatively</p> <ul style="list-style-type: none">• Description used to add precision <p>Integration of other text types if appropriate</p>			
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