



WRITING YEARLY PLAN						
	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Year	Text type	Skills taught	Text type	Skills taught	Text type	Skills taught
1	<p>Narrative: Stories from a range of cultures Stories with predictable and patterned language Looking at story settings</p> <p>Poetry Rhymes & patterns</p> <p>Picture story Handa's Surprise</p> <p>Non-fiction: instructions. Labels for drawings/diagrams</p> <p>Greetings Card</p>	<p>Listen, understand and respond to others Take turns when speaking Develop a legible handwriting style Importance of clear/ neat presentation in order to communicate effectively Use of phonological knowledge Rewrite story sequence Describe personal experiences Recite a story Identify patterns of rhyme and rhythm. Full stops/Capital letters</p>	<p>Narrative: Traditional stories and fairy tales Stories with familiar settings Picture/caption stories</p> <p>Poetry: Rhymes & patterns</p> <p>Non-fiction: Information texts Labels for drawings/diagrams</p> <p>Non-fiction: Recounts, dictionary.</p> <p>Drama: Traditional stories and fairy tales.</p> <p>Greetings Card Valentine's Day</p> <p>Book review World Book Day</p>	<p>Consider word choice Spell common words Use of phonological knowledge Sequence events Character profiles Rewrite known stories Comparing personal experience to events in stories Poetic sentences & patterns Full stops/Capital letters</p>	<p>Narrative: Stories with familiar settings</p> <p>Poetry: Poems on a theme. Rhymes & patterns</p> <p>Narrative: Stories about fantasy worlds.</p> <p>Non-fiction: Recount (fact and fiction)</p> <p>Post Cards</p>	<p>Captions and Labels Use adventurous and wide-ranging vocabulary Planning and drafting Reorganise information Sequence events Character profiles Rewrite story sequence Use of phonological knowledge to help spelling spell common words from memory Check accuracy of spelling . , ? Capital letters</p>

2	<p>Recount: Nativity Theatre workshop</p> <p>Biographical: Write narrative diary entries – Samuel Pepys</p> <p>Narrative story: Traditional Tales: Fire stories, aboriginal stories about how animals came to be</p> <p>Stories that mimic significant authors: Anthony Browne (Into the Forest link to fairy stories)</p> <p>Poetry: Shape poems – Fireworks and Flames</p> <p>Instructional: Instructions</p> <p>Letter: Letter writing</p> <p>Message & List Christmas</p> <p>Book review</p> <p>Greetings Card Christmas</p>	<p>Planning a story – beginning, middle and end Making a list Writing from personal experience. Starting sentences in different ways. Language tools – Onomatopoeia, Similes Writing and sequencing instructions/ directions. Selecting interesting words Format for letter and postcard Writing a message Self/peer assessment Accurate use of punctuation: . , ?/Capital letters</p>	<p>Poetry & Riddles: Classic poetry using pattern, rhyme and description: <i>Michael Rosen, A.A. Milne, Edward Lear, Roald Dahl, Allan Ahlberg</i></p> <p>Narrative Story: Stories with imaginary settings Stories set in places they have been</p> <p>Instructional: DT instruction writing: write lists and instruction</p> <p>Information Texts: Information books, labels, glossaries, contents page – Dinosaurs</p> <p>Newspapers Non-fiction structured in different ways: Newspaper/TV report (playscripts)</p> <p>Book review World book day</p>	<p>Sequencing events – using time connectives Record information Planning a story Story Structure – beginning, middle and end Paragraphs Using descriptive language Write riddles Justifying opinions Self/peer assessment. Accurate use of punctuation. , ?/Capital letters</p>	<p>Narrative Recount: Recount – class visit</p> <p>Pirate stories: adventure/publishing</p> <p>Poetry: Nonsense and humorous poems: <i>Spike Milligan, Brian Moses</i></p> <p>Postcard: Different styles of letter writing: Pirate invitation Pirate postcards</p> <p>Information Texts & Captions: Presenting information – leaflet about an animal from the class visit</p> <p>Playscripts: Pirate play</p> <p>Book review</p>	<p>Sequencing events – using time connectives Planning a story Using descriptive language Using and punctuating dialogue Paragraphing Find and record information Retell story & change ending Writing Captions Self/peer assessment. Accurate use of punctuation: . , ? ‘ /Capital letters</p>
---	---	--	---	--	--	---

4	<p>Story writing Description: a real/imaginary setting Rewrite a classic story Creating atmosphere Story endings</p> <p>Non-Fiction: Letter writing Fact and opinion</p> <p>Greetings Card Christmas</p> <p>Book review</p>	<p>Developing vocabulary, particularly powerful alternatives for overused words. Using correct punctuation: ?! , Different ways of opening sentences – e.g. using a noun. Expanding sentences Describing characters Expressing a preference Planning a story Developing contrast Up levelling and editing Self/peer assessment.</p>	<p>Editing Information writing Story sequencing Obituary Report writing Newspaper report</p> <p>Book review World Book Day</p>	<p>Describing characters Speech writing (direct/indirect speech) using "" correctly Developing a style Story development/planning Note writing/summarising: editing irrelevant information Up levelling and editing Self/peer assessment Using correct punctuation: ?! , ""</p>	<p>Narrative poetry Advertisements Writing for information Persuasive writing Report writing Playscripts Story writing Writing for a particular audience</p>	<p>Story planning Character development Developing vocabulary/up levelling /boring' word choices Drafting /redrafting Developing settings Summarising information Up levelling and editing Self/peer assessment Using correct punctuation: ?! , "" Noting/incorporating the features/language of formal persuasive letters How to set out a playscript correctly and develop stage directions.</p>
---	---	---	---	---	--	--

5	<p>Narrative: imaginative settings Description Myths and legends</p> <p>Comparing text to film: Note taking, Essays on picture/poster/film Discussion Explanatory</p> <p>Greetings Card Christmas</p>	<p>Developing writing in detail using the 5Ws (who, where, when, what, why). Extending vocabulary/ openers/incorporating given words, avoiding 'easy' words. Awareness of audience. Using correct punctuation , .?!"" Up levelling and editing.</p>	<p>Investigate texts from different cultures, Discuss main & minor characters, heroes, villains</p> <p>Different genres: Discussion Explanatory</p> <p>Poems: Description</p> <p>Book review: World Book Day</p>	<p>Developing writing in detail using the 5Ws. Extending vocabulary/ openers/incorporating given words, avoiding 'easy' words. Awareness of audience. Developing feelings/ emotions in writing. Using correct punctuation.,?!"" ...; Using simple/ complex/ compound sentences. Noting/incorporating the features/language of adverts (TV, radio, written) Up levelling and editing.</p>	<p>Story writing: Resolve a conflict, understand character's point of view, and dramatic conventions.</p> <p>Write new chapter <i>*Continuing a story in the style of the author (linked to Comprehension)*</i></p> <p>Non-fiction: commentaries, Discussion & debate Explanatory Recount of personal view.</p> <p>Leaflets, Letters & persuasive writing, use persuasive language, Persuasive (formal letter) Persuasive (advertisement)</p> <p>Play Scripts: Dramatic conventions.</p> <p>Recount (Diary) Report Newspaper article</p>	<p>Developing feelings and emotions subtly in writing. Rhetorical questions to 'hook' reader. Extending vocabulary/ openers Avoiding 'easy' word choices Awareness of audience. Using correct punctuation.,;()!? – ‘ “” ... Using simple/ complex/ compound sentences. Noting/incorporating the features/language of formal persuasive writing. How to structure a letter. Up levelling and editing. How to set out a playscript correctly and develop stage directions.</p>
---	--	---	--	--	---	--

6	<p>Elements of story writing and recount: Descriptive essays Continuing a story in the style of the author Impressions of places Imaginative settings</p> <p>Extended story writing: Writing an extended story on a shared, topical theme</p> <p>Journalistic writing: Writing in a journalistic style Balanced reports Writing for different audiences</p> <p>Greetings Card Christmas</p>	<p>Awareness of audience Extending vocabulary/ incorporating given words Revision of essential grammar/punctuation ; , . '... !?'"</p> <p>Developing feelings and emotions to make writing personal How to 'hook' the reader from the outset (rhetorical questions etc.) Being observant, using personal experiences as an inspiration for writing. Noting the features/language/character in an extract and developing these Developing writing pace/stamina Up levelling and editing Journalistic language and style. Balanced viewpoint Write in sustained use of present/and or past tense Planning an extended story</p>	<p>Playscripts: dramatic conventions.</p> <p>Persuasion: Persuasive writing Written discussion of statement Opinions</p> <p>Poetry: Written discussion of poem (linked to Comprehension)</p> <p>Book review: World Book Day Abstract titles Summaries</p>	<p>Construct effective arguments, using examples Develop points logically Awareness of audience Up levelling and editing Writing and planning an extended discussion of a text through modelling and paired/independent work. Simile/metaphor and personification Editing/proof reading skills Blurbs for back covers</p>	<p>Range of non-fiction texts to include: commentaries, Discussion & debate Explanatory Recount of personal view. Leaflets, Letters & persuasive writing, use persuasive language, Persuasive (formal letter) Persuasive (advertisement)</p> <p>Play Scripts: Dramatic conventions.</p> <p>Poetry:</p> <p>Extended stories: Writing an extended story on a shared, topical theme</p>	<p>Research and note-taking, using the Internet and information books. Understanding character/theme through text analysis and dramatization Using and applying language. Editing and proof-reading skills. Empathy for a character (first-person recount) Retelling the story, focusing on developing a key theme. Writing a prequel, using clues from the play to fill to gaps. Developing existing parts/editing irrelevant dialogue to enhance play Planning an extended story</p>
---	---	---	---	---	--	--