



Writing Curriculum

The Long Term Plans allow for two planning approaches:

1. Planning which follows the sentence stacking teaching sequence for writing: designed to lead to quality written outcomes for all pupils.
2. Topic based planning using a high quality, lexile appropriate text as a stimulus. This allows teachers a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. Children will also have the opportunity to produce a variety of outcomes linked to these texts through their foundation subject study.

Both approaches are designed to be tailored to the needs of the children through ongoing assessments / national expectations.

Non-Fiction Modules

The long term plans are designed to ensure whole school coverage of non-fiction genres / text types. There is an alignment with other curriculum areas and modules have been chosen to allow for the embedded teaching of grammar statements for each year group.

Fiction Modules

As the children progress through school, narrative units vary their focus. In every year group, opportunities for the children to write narratives at least six times have been planned.

Poetry

Opportunities for performance and recital of poetry happen throughout each year. Children analyse structure and vocabulary choices through the reading of poetry.

The 'suggested written outcomes' have been chosen to ensure a variety of outcomes throughout the Key Stages and may also incorporate learning from other curriculum areas. These also, as mentioned above, are designed to facilitate the embedded teaching of grammar.

Year 1						
Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing narratively	Re-tell a narrative using patterns from listening and reading.	Tell a story about a central character.	Innovate on patterns from a familiar story using known story language.	Write their own story version of a familiar story and re-count events in sequence.	Use patterns and language from familiar stories. Write a complete story with a beginning, middle and an end.	Write a complete story which includes characterisation i.e. a good and a bad character.
Writing non-chronologically	Describe something or someone, developing description to prompts and questions.			Assemble information about a subject from their own experience, writing sentences to describe different aspects of the subject.		
Writing to persuade	Write simple examples of persuasion e.g. in the form of a letter to a character in a book.					
Writing to instruct	Write instructions on labels around the learning area.			Write a simple set of instructions including a numbered list, title and a simple list of equipment.		
Writing to recount	Write sentences to match pictures, or sequences of pictures, illustrating an event.			Write a simple first-person recount linked to a topic of interest or personal experience, incorporating at least three chronological events in order, whilst maintaining the past tense with consistency.		
Writing to discuss	Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another.					
Writing to explain	Write a series of sentences to explain a simple process based on first-hand experience					

Year 2						
Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing narratively	Write a three-part story with a key character.	Re-tell a traditional tale using typical settings, characters and events. To innovate a traditional tale, changing some aspects of the setting, characters and events.	Plan and tell a story based on your own experience, using expanded noun phrases to expand and identify.	Plan and write a story based on a familiar character, using the structure of opening, something happens, events to sort it out and ending.	Plan and write your own story or re-tell a known story, using a range of sentence types and language to add detail.	Plan and write your own story with a logical sequence of events, with the introduction of some dialogue.
Writing non-chronologically	Use information from research to group and assemble information into a short non-chronological report.		Expand information using subordination and co-ordination and expanded noun phrases, to describe and specify information.		Use language and structural features of a non-chronological report e.g. a direct question, an opening statement, subheadings and line breaks. Ensure writing is in the third person.	
Writing to persuade	Write a simple persuasion based on a fictional book e.g. in the form of a letter to a character in a book.			Write a simple persuasive piece based on research or topic of interest.		
Writing to instruct	Write instructions with some expansion about something they know well e.g. getting to school or playing a game. Use imperative verbs and precise language choices.			Extend and clarify instructions using subordination and coordination. Use expanded nouns to expand and specify		
Writing to recount	Write a simple first-person recount linked to a topic of interest or personal experience, incorporating at least three chronological events in order, maintaining past tense and consistent use of the first person.			Write a narrative about a personal experience and those of others, in role.		
Writing to discuss	Write a series of sentences to convey their opinion and a series of sentences to convey the contrasting opinion of another.					
Writing to explain	Produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced.					

Year 3						
Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing narratively	Write a story in four parts in the first person, with a definite ending.	Write a story in the third person, organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.	Re-tell or write their own story varying voice and intonation to create effects and sustain interest. Include dialogue to set the scene and present characters.	Write a five-part story a strong dilemma, using conventions of written dialogue to show the relationship between two characters and move the action forward.	Write stories that have a problem and a resolution and organise into paragraphs that include adverbs of time. Include detailed description of setting and characters.	Write a story where dialogue is the drive to move the story on.
Writing non-chronologically	Write in an impersonal style using paragraphs to organise ideas.			Begin to incorporate the language of comparison and contrast.		
Writing to persuade	Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.					
Writing to instruct	Write increasingly complicated instructions using a wide range of devices to make them easier to follow.					
Writing to recount	Write the same event in a variety of ways (in the third person) such as in the form of a story, a letter or a diary.					
Writing to discuss	Write a traditional tale or a scene from a narrative from two key characters perspectives in viewpoints.					
Writing to explain	Write a series of extended sentences to explain a process, ensuring relevant items are grouped together and sufficient details are grouped together. Create diagrams such as flowcharts to support the explanation					

Year 4						
Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing narratively	Plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.	Plan and complete stories by identifying stages in the telling: introduction – build up – climax or conflict – resolution. Organise paragraphs around a theme and include descriptive detail to evoke the setting and make it more vivid.	Plan a complete story focusing on organisation devices e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns.	Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.	Write in role as a character from a story. Include character descriptions designed to provoke sympathy or dislike in the reader.	Plan and write a story where the main character faces a problem that needs to be resolved. Use different ways to introduce characters and connect paragraphs. Develop settings using adjectives and figurative language to evoke time, place and mood.
Writing non-chronologically	Write a comparative report based on their own notes taken from several sources.			Write a non-comparative report in a particular form e.g. web page.		
Writing to persuade	Write advertisements focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.					
Writing to instruct	Write a procedural text using a range of organisational devices and language to support clarity and cohesion.					
Writing to recount	Write the same event in a variety of ways (in the third person) such as in the form of a story, a letter, a diary or a news report.					
Writing to discuss	Write a book review that explores the different viewpoints of a book read.					
Writing to explain	Write an explanation text in a personal and an impersonal style, adapting the use of language and grammar appropriately.					

Year 5						
Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing narratively	Write a five-part story using language to evoke mood and atmosphere and develop characterisation.	Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.	Write in the style of a particular author, organised into chapters. Extend ways to link paragraphs using adverbs and adverbial phrases.	Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character.	Plan and write a non-linear story e.g. flashbacks and parallel narratives, where events are portrayed simultaneously.	Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.
Writing non-chronologically	Collect and write a report in which two or more subjects are compared. Pupils must make their own decisions on form and layout.			Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness.		
Writing to persuade	Adapt a piece of writing for different audiences, shifting levels of formality e.g. a formal speech and an informal speech.			Draft and write a persuasive letter for a real purpose e.g. to comment on an emotive issue.		
Writing to instruct	Write a non-linear procedural manual with choices for the reader. Interweave the use of diagrams and illustrations to make them easier to follow.					
Writing to recount	Write a recount based on the same subject such as a historical event, for contrasting audiences, shifting levels of formality.			Practice writing a recount with word limits, so that the pupils are forced to consider the precise level of formality required.		
Writing to discuss	Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument.					
Writing to explain	Plan, compose, edit and refine an explanation text; focusing on clarity, conciseness and impersonal style.					

Year 6						
Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing narratively	Plan and write a story, where dialogue is used to develop characterisation and move the action forward.	Write a short story with a distinct atmosphere e.g. suspense, panic, humour etc.	Plan and write a non-linear story, arranging paragraphs carefully, using a range of connecting devices to signal that the narrative is moving back or forward in time.	Plan and write a story with two narrators to tell the story from different perspectives, demonstrating shifts in formality.	Transform a play into a narrative. Use the paragraphs to vary pace and emphasis. Describe the setting referring to all of the senses. Vary sentence length to achieve a particular effect. Use dialogue at key points to move the story on and reveal new information.	Plan and write an extended short story using expressive and figurative language, describing how characters feel; adding detail to create mood and atmosphere; describing a character's response to a particular setting; using changes of scene to move on, or create a break in the action; vary the pace by using sentences of different length and direct or reported speech to move the action on.
Writing non-chronologically	Write a report in a formal style, selecting correct vocabulary and grammatical structure that reflect the level of formality required.			Write a report in an informal style, selecting correct vocabulary and grammatical structure that reflect the level of formality required.		
Writing to persuade	Construct an effective persuasive argument to deliberately influence the reader and to develop a point effectively.			Adapt a piece of writing for different audiences and in different forms – shifting levels of formality.		
Writing to instruct	Interweave instructions and procedures into another text type.					
Writing to recount	Write a biography. Select a specific style and form to suit a specific audience.			Write an autobiography. Select a specific style and form to suit a specific audience.		
Writing to discuss	Combine a discussion text within another text type e.g. a news report.					
Writing to explain	Write two different explanations, one in the present tense and one in the past tense.			Incorporate an explanation into another text type.		