

The Constellation Trust Long Term Plan for Writing

NURSERY					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baa Baa Black Sheep	Twinkl Twinkle	Polly had a Dolly	Row Row Row your boat	Incy Wincy Spider	Old Macdonald
I'm a Little Teapot	5 Currant Buns	Pat a cake	Humpty Dumpty	Hickery Dickery Dock	Little Bo Peep
Language Bank Once upon a time.....who One Day/morning/afternoon/night First/Next/Then/After That/Unfortunately/Luckily/So/FinallyHappily Ever after Conjunctions in sentences.. and, until, but , so, or, because Run, Run, Run Description...a mean cat Alliteration Adverbs....luckily, unfortunately Prepositions: down, into, over, out, onto, under, in front, behind etc	Opening Phrases Once upon a time Many Years Ago Once there was One Frosty day This is the story of Long, long ago It was a wintry day when Build up After that Later that day First Since Immediately That afternoon	Problem Suddenly At That Moment Without warning To his/her amazement Accidnetally However Unfortunately Resolution Luckily Fortunately Amazingly Unexpectedly So	End Finally Eventually In the end At long last So it was that Feelings Kind, gentle, happy, cheerful, generous, helpful, brave, loyal, wise Cruel, greedy, mean, selfish, spiteful, sad, lonely, unloved, lost, angry		

RECEPTION

Autumn 1 (7)	Autumn 2 (7)	Spring 1 (5)	Spring 2 (5)	Summer 1 (7)	Summer 2 (7)
<p>Model Text The Red Hen</p> <p>Text Type Quest/Journey</p> <p>Toolkit Opening and endings</p> <p>Writing outcome Change the Bears Goldilocks and The Three XXX</p>	<p>Model Text Stickman</p> <p>Text Type Loosing and Finding</p> <p>Toolkit characterisations</p> <p>Writing outcome Change the main character</p>	<p>Model Text Owl Babies</p> <p>Text Type Loosing and Finding</p> <p>Toolkit characterisations</p> <p>Writing outcome Change the animal baby</p>	<p>Model Text Od Dear!</p> <p>Text Type Loosing and Finding</p> <p>Toolkit characterisations</p> <p>Writing outcome Change the animals</p>	<p>Model Text Whatever Next</p> <p>Text Type Quest/Journey</p> <p>Toolkit settings</p> <p>Writing outcome Change the destination</p>	<p>Model Text The Hungry caterpillar</p> <p>Text Type Cumulative Tale</p> <p>Toolkit characterisations</p> <p>Writing outcome Change the food</p>
<p>Model Text Pumpkin Soup (NF)</p> <p>Text Type Instructions</p> <p>Toolkit instructions</p> <p>Writing outcome Recipe- How to make pumpkin soup</p>	<p>Model Text Dear Santa</p> <p>Text Type Recount</p> <p>Toolkit recount</p> <p>Writing outcome Letter to Santa, change perfect present</p>	<p>Model Text The Gruffalo (NF)</p> <p>Text Type Information Report</p> <p>Toolkit information</p> <p>Writing outcome Factfile</p>	<p>Model Text Farmer Duck</p> <p>Text Type Information report</p> <p>Toolkit recount</p> <p>Writing outcome Information on how to look after chickens</p>	<p>Model Text The Train Ride</p> <p>Text Type Recount</p> <p>Toolkit characterisations</p> <p>Writing outcome Change the transport</p>	<p>Model Text Jasper's Beanstalk (NF)</p> <p>Text Type Instructions</p> <p>Toolkit instructions</p> <p>Writing outcome How to grow a beanstalk</p>
<p>Language Bank Once upon a time.....who One Day/morning/afternoon/night First/Next/Then/After That/Unfortunately/Luckily/So/FinallyHappily Ever after Conjunctions in sentences.. and, until, but , so, or, because Run, Run, Run Description...a mean cat Alliteration Adverbs....luckily, unfortunately Prepositions: down, into, over, out, onto, under, in front, behind etc</p>			<p>Opening Phrases Once upon a time Many Years Ago Once there was One Frosty day This is the story of Long, long ago It was a wintry day when</p> <p>Build up After that Later that day First Since Immediately That afternoon</p>	<p>Problem Suddenly At That Moment Without warning To his/her amazement Accidnetally However Unfortunately</p> <p>Resolution Luckily Fortunately Amazingly Unexpectedly So</p>	<p>End Finally Eventually In the end At long last So it was that</p> <p>Feelings Kind, gentle, happy, cheerful, generous, helpful, brave, loyal, wise</p> <p>Cruel, greedy, mean, selfish, spiteful, sad, lonely, unloved, lost, angry</p>

YEAR 1

Autumn 1		Autumn 2		Spring			Summer		
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p>Model Text The Rainbow Fish</p> <p>Text Type Journey Tale</p> <p>Toolkit Openings and Endings</p> <p>Writing outcome Change the fish/animal</p>	<p>Model Text A Trip to the Farm</p> <p>Text Type Recount / Postcard</p> <p>Toolkit Recount</p> <p>Writing outcome Recount from personal experience</p>	<p>Model Text The Billy Goats Gruff</p> <p>Text Type Defeat the Monster</p> <p>Toolkit Description</p> <p>Writing outcome The Three XXX</p>	<p>Model Text How to make fairy dust</p> <p>Text Type Instructional Text</p> <p>Toolkit Instructions</p> <p>Writing outcome How to make elf dust</p>	<p>Model Text The Tiger who came to Tea</p> <p>Text Type Fantasy</p> <p>Toolkit Description</p> <p>Writing outcome The XX who came to XX</p> <p>Independent writing outcome Story about an unusual visitor</p>	<p>Model Text Letter from the Tiger who came for tea</p> <p>Text Type Recount</p> <p>Toolkit Recount</p> <p>Writing outcome Recount letter from Sophie</p> <p>Independent writing outcome Recount letter</p>	<p>Model Text George and the Dragon</p> <p>Text Type Defeat the monster</p> <p>Toolkit Characterisation</p> <p>Writing outcome Simple innovation such as Harry (spider) and the Dragon</p> <p>Independent writing outcome Simple innovation of defeat the monster story</p>	<p>Model Text Rainbow Dragon</p> <p>Text Type Information text</p> <p>Toolkit Information</p> <p>Writing outcome Rainbow Fish Information text</p> <p>Independent writing outcome Information text about a made-up creature</p>	<p>Model Text The Disgusting Sandwich</p> <p>Text Type Cumulative Tale</p> <p>Toolkit Settings</p> <p>Writing outcome Innovated disgusting XX</p> <p>Independent writing outcome New cumulative finding story</p>	<p>Model Text Model text written by teacher</p> <p>Text Type Recount</p> <p>Toolkit Recount</p> <p>Independent writing outcome My best day in Year 1 (create year book to share with EYFS)</p>

New Skills

<p>Separation of words with spaces. Introduction to capital letters and full stops. How words can combine to make sentences. Sequencing sentences to form short narratives.</p>	<p>Suffix -ed Joining words and joining clauses using and.(Compound sentences)</p>	<p>Question marks Adjectives How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>	<p>Commands Verbs (Imperative Verbs) Regular plural noun suffixes -s or -es (pinches, wishes, boxes)</p>	<p>Capital letters for names and the personal pronoun /</p>	<p>Suffix (-ing)</p>	<p>Suffixes (-er and -est) Exclamation marks Expanded noun Phrases to add description Simple relative clause 'who'</p>	<p>Teachers to review statutory vocabulary, grammar and punctuation, identify any gaps/ misconceptions and use these writings to reteach skills/ consolidate.</p>
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Composition:

- Say out loud what they are going to write about
- Compose a sentence orally before writing it

YEAR 2

Autumn 1		Autumn 2		Spring			Summer 1		Summer 2	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Fiction	Non-Fiction	Fiction	Poetry
<p>Model Text The Papaya that Spoke</p> <p>Text Type Journey Tale</p> <p>Toolkit Dialogue</p> <p>Writing outcome (innovation) The XX who spoke</p> <p>Independent writing outcome Write own journey tale</p> <p>Independent writing outcome Independent innovation of Jack and the Beanstalk</p>	<p>Model Text How to Trap a Dragon</p> <p>Text Type Instructional Text</p> <p>Toolkit Instructions</p> <p>Writing outcome How to XX</p> <p>Independent writing outcome How to xxx</p>	<p>Model Text The Owl who was afraid of the dark</p> <p>Text Type Fear Story</p> <p>Toolkit Suspense</p> <p>Writing outcome (innovation) The XX who was afraid of the XX</p> <p>Independent writing outcome Own fear story</p>	<p>Model Text Recount letter based on Whatever Next or Topic based recount e.g. Great Fire of London Diary</p> <p>Text Type Recount</p> <p>Toolkit Recount</p> <p>Writing outcome (innovation) The magic xxx</p> <p>Independent writing outcome Recount from character in different traditional tale</p> <p>Independent writing outcome Independent recount letter from character in different traditional tale</p>	<p>Model Text The Magic Shell</p> <p>Text Type Wishing Tale</p> <p>Toolkit Setting</p> <p>Writing outcome (innovation) The magic xxx</p> <p>Independent writing outcome Write own wishing tale</p>	<p>Model Text Real shared experience recount e.g. World Book Day</p> <p>Text Type Recount</p> <p>Toolkit Recount</p> <p>Writing outcome (innovation) Innovation of real shared experience recount</p> <p>Independent writing outcome Own choice real experience recount e.g. Mad Science Day</p>	<p>Model Text Pigs Might Fly</p> <p>Text Type Defeat the Monster</p> <p>Toolkit Action</p> <p>Writing outcome (innovation) New sequel to 3 Little Pigs</p> <p>Independent writing outcome Sequel to chosen traditional tale</p>	<p>Model Text The Lighthouse Keepers Lunch</p> <p>Text Type Wishing</p> <p>Toolkit Characterisation</p> <p>Writing outcome (innovation) New wishing tale e.g. beach story – sandwiches keep getting sandy</p> <p>Independent writing outcome New wishing tale</p>	<p>Model Text Lighthouse Information Text</p> <p>Text Type Information</p> <p>Toolkit Information</p> <p>Writing outcome Science Information</p> <p>Independent writing outcome Chosen topic information</p>	<p>Model Text Jack and the beanstalk</p> <p>Text Type Warning tale</p> <p>Toolkit Description</p> <p>Writing outcome (innovation) Innovation of Jack and the Beanstalk (e.g. new character & setting at top of beanstalk)</p>	<p>Hook Text The Magic box by Kit Wright</p> <p>Text Type List poem</p> <p>Independent writing outcome Magic Box poem</p>

New Skills

Use of capital letters and full stops to demarcate sentences. The use of –ly in standard English to turn	Statements. Commas for a list. Correct choice and consistent use of present and past tense throughout writing.	Compound words Correct choice and consistent use of present and past tense throughout writing	Imperative Verbs Subordinating conjunctions Generalisers Commands	Formation of adjectives using suffixes such as –er, -less, ful Inverted commas (speech marks) Exclamation marks Expanded noun phrases for	Determiners Layout (images and captions) Regular plural nouns	Formation of nouns using suffixes (-ness, -er) Inverted Commas (Speech) Possessive apostrophes	Apostrophes to mark where letters are missing in spelling	. Sentences Inverted commas (speech) Progressive use of verbs in the present and past tense	Teachers to review statutory vocabulary, grammar and punctuation, identify any gaps/ misconceptions and use these writings to reteach skills/ consolidate
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adjectives into adverbs Coordination – and/or/but. Adverbs of time Question marks	Subordination – when/because/that/if Headings and subheadings	Alliteration adverbs of time (fronted adverbials in this text) Relative clauses - who/which		description and specification					
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Composition:

- Write narratives about personal experiences and those of others (real and fictional)
- Write about real events
- Write poetry
- Write for different purposes
- Plan or say out loud what they are going to write about
- Write down ideas and/or key words, including new vocabulary
- Encapsulate what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their writing
- Read aloud what they have written with appropriate intonation to make the meaning clear

Spelling:

- segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonetically plausible attempts at others
- I can spell many Year 2 common exception words

Handwriting:

- Form lower case letters in the correct direction, starting and finishing in the right place
- Form lower case letters of the correct size, relative to one and other in some of their writing
- Form capital letters and digits of the correct size, orientation and relationship to each other and to lower case letters
- Use diagonal and horizontal strokes needed to join some letters

Vocabulary										
Cross curricular writing		Cross curricular writing		Cross curricular writing		Cross curricular writing	Cross curricular writing		Cross curricular writing	

YEAR 3				
Autumn 1	Autumn 2	Spring	Summer 1	Summer 2

Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p>Model Text Kassim and the Greedy Dragon</p> <p>Text Type Warning Tale</p> <p>Toolkit Suspense</p> <p>Writing outcome (innovation) Dave and the Dangerous Dinosaur</p> <p>Independent writing outcome New warning tale</p>	<p>Model Text Parents Info text (Y4 writing models Pie Corbett p68)</p> <p>Text Type Information</p> <p>Toolkit Information</p> <p>Writing outcome (innovation) Teachers Information text</p> <p>Independent Write Information text about relative of your choice for e.g. nanas</p>	<p>Model Text Little Red Riding Hood</p> <p>Text Type Defeat the monster</p> <p>Toolkit Dialogue</p> <p>Writing outcome (innovation) Innovation of Defeat the monster (e.g. new character/setting/monster)</p> <p>Independent writing outcome Independent innovation of LLRRH</p>	<p>Model Text How to make a Marsh Bomb sweet</p> <p>Text Type Instructions</p> <p>Toolkit Instructions</p> <p>Writing outcome (innovation) How to make a XX</p> <p>Independent writing outcome How to xxx (linked to something the children have made)</p>	<p>Model Text Where the wild things are</p> <p>Text Type Portal story</p> <p>Toolkit Settings</p> <p>Writing outcome (innovation) Innovation of WTWTA (e.g. different setting and characters)</p> <p>Independent writing outcome New portal story</p>	<p>Model Text Mad Scientist's Diary</p> <p>Text Type Recount - Diary</p> <p>Toolkit Recount</p> <p>Writing outcome (innovation) Diary entry written by Max (WTWTA)</p> <p>Independent writing outcome Diary entry written by chosen character</p>	<p>Model Text Midas</p> <p>Text Type Losing Tale</p> <p>Toolkit Action</p> <p>Writing outcome (innovation) New losing tale (see MTP for suggestions)</p> <p>Independent writing outcome New losing tale</p>	<p>Model Text The Magic Bed (EC)</p> <p>Text Type Fantasy</p> <p>Toolkit Description</p> <p>Writing outcome (innovation) New Fantasy story</p> <p>Independent Write Select from finding, fairy, warning, portal or journey tale</p>	<p>Model Text Perfect Parrot for Sale</p> <p>Text Type Persuasion</p> <p>Toolkit Persuasion</p> <p>Writing outcome (innovation) Delightful Dragon for Sale</p> <p>Independent Write XXX for sale (free choice)</p>	<p>Model Text Mr Big</p> <p>Text Type Change Tale</p> <p>Toolkit Characterisation</p> <p>Writing outcome (innovation) New change tale</p> <p>Independent Outcome New journey story</p>	<p>Model Text Page from 'Until I Met Dudley'</p> <p>Text Type Explanation</p> <p>Toolkit Explanation</p> <p>Writing outcome (innovation) Select from Until I Met Dudley</p> <p>Independent Write How xxx really work</p>

New Skills

fronted adverbials and Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Headings and sub-headings to aid presentation determiners: generalisers, comparative language and topic sentence to introduce paragraph (non-fiction)	Introduction to inverted commas to punctuate direct speech Develop complex sentences (subordination)	Use 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]	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]	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], Introduction to paragraphs as a way to group related material	introduce simple relative clauses (which), boastful language		Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]	use of inverted commas for direct speech and vary sentence length for effect. 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]	nouns formed from prefixes and '-ing' clauses as starters, pattern of 3 for persuasion
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YEAR 4

Autumn 1		Autumn 2		Spring			Summer 1		Summer 2	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p>Model Text Adventure at Sandy Cove</p> <p>Text Type Journey Tale</p> <p>Toolkit Dialogue</p> <p>Writing outcome (innovation) New journey tale with different setting and threat.</p> <p>Independent Writing New journey tale</p> <p>A journey in Ancient Rome</p> <p>Good for CCW but very heavy for Autumn 1</p>	<p>Model Text Granny Hijacked</p> <p>Text Type News Recount</p> <p>Toolkit Recount</p> <p>Writing outcome (innovation) News recount based on Sandy Cove</p> <p>Independent Writing New news recount</p> <p>A classroom crime</p> <p>Newspaper or recount? Not clear genre</p>	<p>Model Text Elf Road</p> <p>Text Type Portal Story</p> <p>Toolkit Settings</p> <p>Writing outcome (innovation) New Portal Story</p> <p>Independent Writing New Portal Story</p> <p>Pompeii flashback</p> <p>Model text is too long</p>	<p>Model Text How to look after a pet dragon</p> <p>Text Type Instructions</p> <p>Toolkit Instructional</p> <p>Writing outcome (innovation) How to xxx topic related</p> <p>Independent Writing How to xxx free choice</p> <p>How to look after an elf (Christmas character)</p>	<p>Model Text Alien Landing</p> <p>Text Type Meeting Story</p> <p>Toolkit Action</p> <p>Writing outcome (innovation) New meeting story</p> <p>Independent Outcome New meeting story</p> <p>Story about new friendships</p>	<p>Model Text Teacher Pleaser Machine</p> <p>Text Type Explanation</p> <p>Toolkit Explanation</p> <p>Writing outcome (innovation) Our teacher pleaser machine</p> <p>Independent Outcome Mum/Sister etc pleaser machine (free choice)</p> <p>Geography links – don't go into year 5/6 curriculum Green environment machine</p>	<p>Model Text The Pied Piper of Hamelin</p> <p>Text Type Warning Tale</p> <p>Toolkit Description</p> <p>Writing outcome (innovation) New warning tale</p> <p>Independent Outcome New warning tale</p> <p>Warning about the forbidden place</p>	<p>Model Text Zelda Claw and The Rain Cat</p> <p>Text Type Suspense Story</p> <p>Toolkit Suspense</p> <p>Writing outcome (innovation) New threat for Zelda .e.g. a dog and change weather conditions.</p> <p>Independent Writing Own animal threat story</p> <p>Egyptian threat story</p>	<p>Model Text Should we still have zoos?</p> <p>Text Type Discussion</p> <p>Toolkit Discussion</p> <p>Writing outcome (innovation) Should children have mobile phones?</p> <p>Independent Outcome Choose: Should there be zoos? Should there be homework? Should children be allowed to play Xbox?</p>	<p>Model Text Mission Possible</p> <p>Text Type Quest</p> <p>Toolkit Characterisation</p> <p>Writing outcome (innovation) New quest for Pete and Polly</p> <p>Independent Outcome New quest</p> <p>Quest to Ancient Egypt to save Tutankhamun</p>	<p>Model Text Buy Now – multifunctional mobile phone</p> <p>Text Type Persuasion</p> <p>Toolkit Persuasion</p> <p>Writing outcome (innovation) Multifunctional watch</p> <p>Independent Writing Own invented gadget-futuristic</p>

New Skills

Runs through every unit - Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures which demonstrates the main features of a specific text type

-Subordinate clauses -Superlatives -Expanded 'ing' clauses as sentence starters	-Organise paragraphs around a theme and sequence them logically - Use extended noun phrases,	-Fully punctuate direct speech and powerful speech verbs - ed clauses as starters	-A range of fronted adverbials (how, when, where) marked by a comma --- Apostrophes for plural possession -Conditional verbs	- In narratives create settings, character and plot - Use conjunctions, adverbs and prepositions	-Standard English for verb inflections -Extend the range of sentences with more than one clause by using a wider range of conjunctions	-Develop complex sentences with subordination (move to the beginning , middle or the end) -Short sentences linked to suspense	-Start sentences with a simile -Short sentences to build tonality	Know the difference between plural and possessive -s -Rhetorical questions	-Chose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	-Use simple organisational devices (headings&-subheadings)
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YEAR 5

Autumn 1		Autumn 2		Spring			Summer 1		Summer 2	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p>Model Text Ice Forest</p> <p>Text Type Journey Tale</p> <p>Toolkit Setting</p> <p>Writing outcome (innovation) Change the viewpoint</p> <p>Independent Writing New journey tale</p>	<p>Model Text TV or not TV</p> <p>Text Type Discussion</p> <p>Toolkit Discussion</p> <p>Writing outcome (innovation) Topic based discussion</p> <p>Independent Writing Free choice of story or topic based discussion</p>	<p>Model Text The Key</p> <p>Text Type Suspense story</p> <p>Toolkit Suspense</p> <p>Writing outcome (innovation) Sequel to The Key</p> <p>Independent Writing New suspense story</p>	<p>Model Text How to survive in an Extreme environment</p> <p>Text Type Instructions</p> <p>Toolkit Instructions</p> <p>Writing outcome (innovation) How to XX</p> <p>Independent Writing History lesson 6 links: How to survive a Victorian School</p>	<p>Model Text The Tunnel by Antony Browne (shortened)</p> <p>Text Type Change story</p> <p>Toolkit Change story</p> <p>Writing outcome (innovation) Dialogue to convey character</p> <p>Independent Writing New change story with dialogue to convey character</p>	<p>Model Text Visit Planet Zygon</p> <p>Text type Persuasive advert</p> <p>Toolkit Persuasion</p> <p>Writing outcome (innovation) Persuasive advert to visit Hull</p> <p>Independent Writing Persuasive advert for place visited/ imaginary setting</p>	<p>Model Text Jack O'Lantern (Y6 writing models Pie Corbett p64)</p> <p>Text Type Fantasy Story</p> <p>Toolkit Description</p> <p>Writing outcome (innovation) Fantasy narrative with effective description – agreed Toolkit</p> <p>Independent Writing Fantasy narrative with effective description – based on Cosmic</p>	<p>Model Text Beowulf</p> <p>Text Type Beat the monster</p> <p>Toolkit Characterisation</p> <p>Writing outcome (innovation) New beat the monster story</p> <p>Independent Writing New beat the monster story</p>	<p>Model Text Dragons (M.Hague)</p> <p>Text Type Information (Wiki page)</p> <p>Toolkit Information</p> <p>Writing outcome (innovation) Information text on Beowulf</p> <p>Independent Writing Information text on mythical beast/ imaginary creature based on Harry Potter</p>	<p>Model Text Kidnapped!</p> <p>Text Type Finding story (story with a flashback?)</p> <p>Toolkit Action</p> <p>Writing outcome (innovation) Kidnap story in old school building late at night.</p> <p>Independent Writing Kidnapped! Own kidnap story based on Viking Boy</p>	<p>Model Text Why dinosaurs became extinct (Talk for Writing across the curriculum)</p> <p>Text Type Explanation</p> <p>Toolkit Explanation</p> <p>Writing outcome (innovation) Explanation linked to topic</p> <p>Independent Writing Explanation linked to topic</p>

New Skills

<p>Sentence: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Sentence: Indicating degrees of possibility using modal verbs (for example might, should, will, must).</p> <p>Punctuation: brackets, dashes or commas to indicate parenthesis</p>	<p>Sentence: Indicating degrees of possibility using adverbs (for example perhaps, surely)</p>	<p>Text: Devices to build cohesion within a paragraph (for example, then, after that, this, firstly)</p> <p>Text: Linking ideas across paragraphs using adverbials of time (For example, later), place</p>	<p>Sentence: linking ideas across paragraphs using tense choice (for example, he had seen her before).</p>	<p>Word: Converting nouns or adjectives into verbs using suffixes (for example -ate, -ise, -ify)</p>	<p>Punctuation: Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Word: verb prefixes (for example, dis-, de-, mis-, over- and re-)</p>			
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YEAR 6											
Autumn 1		Autumn 2		Spring			Summer 1			Summer 2	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-fiction	*Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction
<p>Model Text The Caravan by Pie Corbett</p> <p>Text Type Warning story</p> <p>Toolkit Dialogue to advance the action</p> <p>Writing outcome (innovation) Sequel with dialogue to convey character and advance the action</p> <p>Independent Writing New warning story with dialogue to convey character and advance the action linked to Kensuke's Kingdom</p>	<p>Model Text The Mountain Troll</p> <p>Text Type Information (consider audience)</p> <p>Toolkit Information (form/tone appropriate to purpose & audience)</p> <p>Writing outcome (innovation) Mystical/fictional monster information text</p> <p>Independent Writing Mythical creature (linked to Ancient Greece) - Information text</p>	<p>Model Text Little Vixen Street</p> <p>Text Type Meeting Tale</p> <p>Toolkit Suspense (creating atmosphere)</p> <p>Writing outcome (innovation) New portal story with atmosphere and description</p> <p>Independent Writing New portal story with atmosphere and description</p>	<p>Model Text Should Gold. E. Locks Be Jailed?</p> <p>Text Type Discussion</p> <p>Toolkit Discussion</p> <p>Writing outcome (innovation) Discussion linked to topic</p> <p>Independent Outcome Free choice discussion based on topic (or Pandemic if appropriate)</p>	<p>Model Text The Roar</p> <p>Text Journey Story</p> <p>Text Type Short narrative</p> <p>Toolkits Characterisation</p> <p>Writing outcome (innovation) Prequel to The Roar</p> <p>Independent Writing New journey story</p>	<p>Model Text The Roar News report</p> <p>Text Type News Recount</p> <p>Toolkit Recount</p> <p>Writing outcome (innovation) News recount linked to plane crash into the Amazon Rainforest/ discovering abandoned city in middle of rainforest)</p> <p>Independent Writing New news recount</p>	<p>Model Text <i>Safia and the Captain</i></p> <p>Text Type <i>Suspense story</i></p> <p>Toolkit <i>Dialogue to advance the action and convey character</i></p> <p>Writing outcome (innovation) <i>Innovate the setting</i></p> <p>Independent Writing <i>New suspense story with dialogue to convey character and advance the action</i></p>	<p><i>Shorter unit to generate short writes</i></p> <p>Text Opening the Fridge (KS2 GDS Frankie) AND Break-in (Y6 Writing Models p.30)</p> <p>Text Type Short narrative</p> <p>Toolkits</p> <ul style="list-style-type: none"> • Characterisation • Suspense (build atmosphere) <p>Writing outcome (innovation) Normal situation with suspense OR viewpoint retelling</p> <p>Independent Writing Short narrative – free choice</p>	<p><i>Shorter unit to generate short writes</i></p> <p>Model Text Explanation texts relevant and interesting to class</p> <p>Text Type Explanation</p> <p>Toolkit Explanation (form/tone appropriate to purpose & audience)</p> <p>Independent Writing Outcomes Cohesive explanation text about something that each child knows about</p>	<p>Model Text Lucy and the Darkness</p> <p>Text Type Fear story</p> <p>Toolkit Description</p> <p>Writing outcome (innovation) Lucy and the XXX (common fear such as thunder, spiders)</p> <p>Independent Writing New fear story</p>	<p>Model Text Rationing</p> <p>Text Type Persuasion/ Formal letter</p> <p>Toolkit Persuasion</p> <p>Writing outcome (innovation) Linked to children being evacuated in WWII</p> <p>Independent Writing Free choice persuasion possibly linked to WWII</p>	<p>Model Text One Chance (Kate H)</p> <p>Text Type Wishing story</p> <p>Toolkit Settings</p> <p>Writing outcome (innovation) Change viewpoint</p> <p>Independent Outcome Own wishing story</p>
New Skills											
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find	Cohesion within and across paragraphs and formal language for the presentation of information Layout devices [for example, headings, sub-	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the	Punctuation of bullet points to list information How words are related by meaning as synonyms and antonyms [for	Use of the colon to mark the boundary between independent clauses [for example, I'm fed up: it's raining. Use of the passive to	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical		Sentence manipulation to demonstrate conscious control over writing.	Shifts in levels of formality within the text	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]		

<p>out – discover; ask for – request; go in – enter]</p>	<p>headings, columns, bullets, or tables, to structure text]</p> <p>Cohesion within and across paragraphs</p> <p>Formal language</p>	<p>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 and speech]</p> <p>Succinctness and convey complicated information concisely and literary features for effects</p> <p>Use of semi-colons to link two independent clauses which are closely related.</p>	<p>example, big, large, little].</p> <p>Use of the dash to mark the boundary between independent clauses [for example: the second baseman leaped for the ball—or, rather, limped for it.</p>	<p>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)].</p> <p>Literary language (comparison with literature)</p>	<p>connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>use of colon to indicate a stronger subdivision of a sentence than a comma</p> <p>multi-clause sentences</p>						
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Composition:

Plan by

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs (see below*)
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] see below **

Evaluate and edit by

- assessing the effectiveness of their own and others’ writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

And

- *Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connecti0ons, and ellipsis
- **Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure the text]

Vocabulary										
Cross curricular writing		Cross curricular writing		Cross curricular writing		Cross curricular writing		Cross curricular writing		

*unit can be replaced with shorter units to generate short writes.