



Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;
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***‘Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock’ -
Parable of the Wise and the Foolish Builders from Matthew 7:24-27***

Carleton Endowed CE (VA) Primary School

WRITING LONG TERM PLAN 2021-2022

English Curriculum Intent

- *To promote a culture and love for reading to all pupils.*
- *To ensure that every child becomes a motivated reader, writer and confident speaker by the time they leave Carleton Endowed CE (VA) Primary School.*
- *To deliver a progressive English curriculum which teaches knowledge and skills.*

Writing Curriculum Intent

When teaching the craft of writing, our intent is to

- To use high-quality literature to provide our pupils with rich vocabulary.
- To empower our pupils to express their thoughts, opinions and imagination creatively.
- To enable our pupils to use grammar and punctuation to clarify meaning.

Writing Curriculum Implementation

From EYFS- Year Six at Carleton Endowed CE (VA) Primary School, we use Jane Considine’s ‘The Write Stuff’ as the methodology through which we plan our writing lessons. This approach helps to scaffold our pupils writing, develops their grammar, spelling and punctuation knowledge and enables them to explore the key features of different genres.

As part of this approach, all writing units are centred around one high-quality model text and composed of combinations of Experience lessons and Sentence Stacking Lessons. Experience lessons immerse pupils in an aspect of the text and use hooks to expose pupils to rich vocabulary connected to the text. Whereas, the use of Sentence Stacking lessons in this approach, model to pupils how to use sentence variety and teach pupils the impact different words have on the reader. Embedded within this approach is the Three Zones of Writing (The FANTASTICs- Ideas, The GRAMMARISTICs-Tools, and The BOOMTASTICs- Techniques). These components help to structure children’s ideas and support them in using literary devices and aspects of grammar to enhance their writing. Following these lessons, pupils then focus on planning, drafting and editing their own independent piece of writing. The use of this writing methodology, the unique need of our learners and extending the teaching of writing into to other subjects ensures that our Writing curriculum is not only well-balanced and progressive but also purposeful and stimulating for all of our children.



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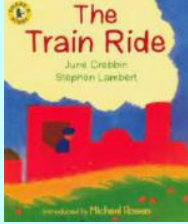
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|  | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
|---|--|--|---|---|--|--|
| <p>EYFS</p> | <p>Key Texts</p> | | | | | |
| |  |  |  |  |  |  |
| | <p>Baseline</p> <p>Narrative: Rainbow Fish by Marcus Pfister</p> | <p>Narrative: Jack and the Jellybean Stalk by Rachael Mortimer and Liz Pichon</p> <p>Non-Fiction: Labels, Lists and Captions</p> | <p>Non-Fiction: Fact File</p> <p>Poetry: Appreciation and Understanding Structure</p> | <p>Narrative: Handa's Surprise by Eileen Browne</p> <p>Poetry: Appreciation and Understanding Structure</p> | <p>Narrative: Perfectly Norman by Tom Percival (Story)</p> <p>Poetry: Appreciation and Understanding Structure</p> | <p>Narrative: Pigs Might Fly by Jonathan Emmett and Steve Cox</p> <p>Non-Fiction: Instructions</p> |



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| Year 1 | Key Texts | | | | |
|---|---|--|---|--|--|
| Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
|  |  |  |  |  |  |
| <p>Baseline</p> <p>Narrative: Pinocchio by Carl Collodi</p> <p>Poetry: Appreciation and Understanding Structure</p> | <p>Narrative: The Queen's Hat by Steve Anthony</p> <p>Non-Fiction: Letter Writing. Write a letter to Buckingham Palace.</p> | <p>Narrative: Wombat Goes Walkabout by Michael Morpurgo</p> <p>Non-fiction: Travel Journal. Write a simple travel journal about a place of interest.</p> | <p>Narrative: The Way Back Home by Oliver Jeffers</p> <p>Poetry: List Poems</p> | <p>Narrative: Grandad's Island by Benji Davies</p> <p>Non-Fiction: Report. Write a non-chronological report about an animal.</p> | <p>Narrative: The Train Ride by June Crebbin</p> <p>Non-Fiction: Recount. Write simple first person recounts based on personal experience.</p> <p>Poetry: Rhyming Poetry</p> |



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| Year 2 | Key Texts | | | | | |
|---|--|--|--|---|--|---|
| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
| |  |  |  |  |  |  |
| <p>Baseline</p> <p>Narrative: Little Red Riding Hood by Lucy Rowland</p> <p>Non-Fiction: Recount. Write first person recounts retelling historical events.</p> | <p>Narrative: My Christmas Star by Roger Priddy</p> <p>Non-Fiction: Persuasive Letter. Present a point of view in a simple letter.</p> <p>Poetry: Senses Poetry</p> | <p>Narrative: The Owl Who Was Afraid of the Dark by Jill Tomlinson</p> <p>Poetry: Vocabulary Building. Read, write and perform free verse.</p> | <p>The Crow's Tale by Naomi Howarth</p> <p>Non-Fiction: Non-Chronological Report. Assemble information on a subject, sorting and categorising information.</p> | <p>Narrative: The Building Boy by Ross Montgomery</p> <p>Non-Fiction: Postcard. Write a postcard from a particular setting.</p> | <p>Non-Fiction: Instructions. Write a series of fiction-based instructions.</p> <p>Poetry: Humorous Poetry</p> | |



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| | Key Texts | | | | | |
|--------|---|--|---|--|--|--|
| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
| Year 3 |  |  |  |  |  |  |
| | <p>Baseline</p> <p>Narrative: The True Story of The Three Little Pigs by John Scieszka</p> | <p>Non-Fiction: Non-Chronological Report. Extended sentences/ past tense/ formal style.</p> <p>Poetry: Seasons Poetry</p> | <p>Narrative: The Flood by Alvaro F. Villa</p> <p>Non-Fiction: Explanation. Write an explanation of a process.</p> | <p>Narrative: The Incredible Book Eating Boy by Oliver Jeffers</p> <p>Non-Fiction: Letter writing. Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriately to the reader.</p> | <p>Narrative: The Secret of Black Rock by Joe- Todd Stanton</p> <p>Poetry: Vocabulary Building. Read, write and perform free verse.</p> | <p>Narrative: Stone Age Boy by Satoshi Kitamura</p> <p>Non-Fiction: Newspaper Report. Linked to iron age.</p> |



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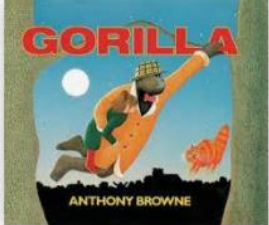



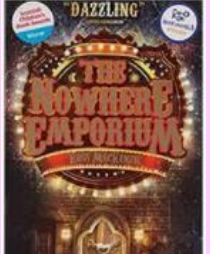
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|--------|---|--|---|--|--|--|
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| Year 4 | Key Texts | | | | | |
| | Autumn One  | Autumn Two  | Spring One  | Spring Two  | Summer One  | Summer Two  |
| | Baseline Narrative: Feast by Disney Poetry: Vocabulary Building. Read, write and perform free verse. | Narrative: The Lost Thing by Shaun Tan Non-Fiction: Discussion Texts. Creating a balanced argument. | Narrative: The Whale by Ethan and Vita Murrow Non-Fiction: Non-Chronological Reports. Write own report independently based on notes gathered from several sources. | Narrative: The Iron Man by Ted Hughes Non-Fiction: Newspaper Reports. | Narrative: Aladdin and the Enchanted Lamp by Philip Pullman Poetry: Riddles | Narrative: Journey by Aaron Becker Non-Fiction: Letters. Linked to Ancient Egyptians. |



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|--------|---|--|---|--|---|---|
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| Year 5 | Key Texts | | | | | |
| | Autumn One  | Autumn Two  | Spring One  | Spring Two  | Summer One  | Summer Two  |
| | <p>Narrative: One Small Step by Taiko Studios</p> <p>Non-Fiction: Discussion Texts. Write a balanced discussion presenting two sides of any argument following a debate.</p> | <p>Narrative: Gorilla by Anthony Browne</p> <p>Poetry: Vocabulary Building. Read, write and perform free verse.</p> | <p>Narrative: Cosmic by Frank Cottrell Boyce</p> <p>Non-Fiction: Biographical Texts.</p> | <p>Narrative: The Present by Jacob Frey</p> <p>Non-Fiction: Persuasive Speech. Create a persuasive presentation and consider how persuasive language can be adapted for different audiences and purposes.</p> | <p>Narrative: The Explorer by Katherine Rundell</p> <p>Poetry: Take One Poet</p> | <p>Narrative: The Nowhere Emporium by Ross Mackenzie</p> <p>Non-Fiction: Reports. Write a report on the form of an information leaflet in which two or more subjects are compared.</p> |



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|--------|---|--|--|---|--|--|
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| Year 6 | Key Texts | | | | | |
| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
| |  |  |  |  |  |  |
| | <p>Narrative: The Journey by Francesca Sanna</p> <p>Non-Fiction: Non- Chronological Report</p> | <p>Narrative: Shackleton's Journey by William Grill</p> <p>Poetry: Vocabulary Building. Read, write and perform free verse.</p> | <p>Non-Fiction: Persuasion.</p> <p>Poetry: Narrative Poetry</p> | <p>Narrative: The Invention of Hugo Cabret by Brian Selznick</p> <p>Non-Fiction: Newspaper Reports</p> | <p>Narrative: The Firework- Maker's Daughter by Philip Pullman</p> <p>Non-Fiction: Explanations</p> | <p>Narrative: A Monster Calls by Patrick Ness</p> <p>Non-Fiction: Letters</p> |



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