
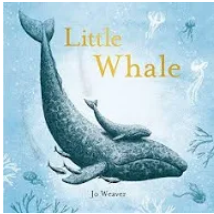
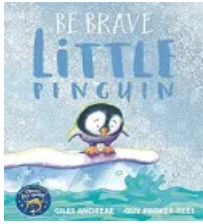
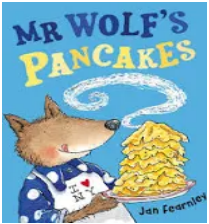
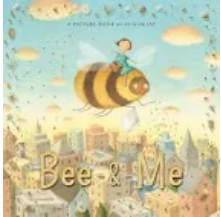
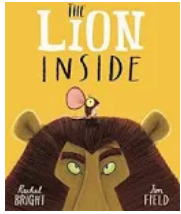








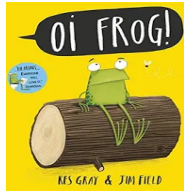
# English Writing - Subject Longterm Plan

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b>	Settling in activities <b>Drawing Club:</b>	<b>Little Whale</b>	<b>Be Brave Little Penguin</b>	<b>Mr Wolf's Pancakes</b>	<b>Bee and Me</b>	<b>The Lion Inside</b>
	The Colour Monsters 					
	Goldilocks and the Three Bears 	<ul style="list-style-type: none"> <li>• Daily whole class shared and modelled writing</li> </ul>	<ul style="list-style-type: none"> <li>• Modelled and shared writing opportunities</li> <li>• Writing captions</li> <li>• Thought bubbles</li> <li>• Writing linked to personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Predictions</li> <li>• Speech bubbles</li> <li>• A new ending for the story</li> </ul>	<ul style="list-style-type: none"> <li>• Non-narrative facts about bees</li> <li>• Predictions</li> <li>• Story captions</li> <li>• A recount of an imaginary journey</li> </ul>	<ul style="list-style-type: none"> <li>• Story mapping and sequencing</li> <li>• Story writing</li> </ul>
	The Three Little Pigs 	<ul style="list-style-type: none"> <li>• Writing captions and labels for pictures and models made</li> </ul>	<ul style="list-style-type: none"> <li>• Thought bubbles</li> <li>• Writing linked to personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence and story editing</li> </ul>	<ul style="list-style-type: none"> <li>• A recount of an imaginary journey</li> <li>• Questions</li> </ul>	
	Chicken Licken 	<ul style="list-style-type: none"> <li>• Story mapping and sequencing</li> <li>• Generating adjective word banks</li> </ul>	<ul style="list-style-type: none"> <li>• Story mapping and sequencing</li> <li>• Story writing</li> </ul>	<ul style="list-style-type: none"> <li>• A simple debate, with arguments for and against</li> </ul>	<ul style="list-style-type: none"> <li>• A story sequel</li> <li>• A poster</li> <li>• Sentence editing</li> </ul>	
	The Gingerbread Man 	<ul style="list-style-type: none"> <li>• Story writing themed on whales</li> <li>• Labelling and captioning whale illustrations</li> <li>• Poster making</li> </ul>				



# Year 1

## Oi Frog!



- An information page about frogs (session 2) – to inform
- Character thought bubbles (session 3) – to empathise
- A letter from one character to another (session 4) – to instruct
- A letter of complaint (session 8) – to inform
- A rhyming story in the style of the Oi! books (sessions 11–14) – to entertain

## The Night Box

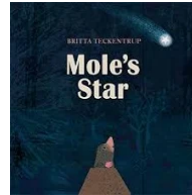


### Orion and the Dark



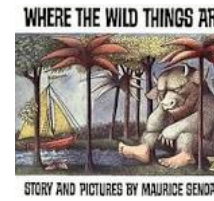
- A list poem to describe the contents of a night box
- Writing in the style of Louise Greig to describe night
- Writing in the role as a character
- Making predictions based upon what happens at the beginning and end of a story
- Describing Orion
- Personal narrative about being afraid
- Writing a list of places where dark can be found

## Mole's Star



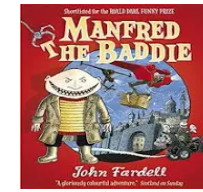
- Sentence work based on reading comprehension tasks (Sessions 1 and 3)
- Sentence work based on 'un-' words (Session 4)
- Personal narrative about making wishes (Session 5)
- Letter of apology (Sessions 7 and 8)
- Designing and making a poster (Session 11)
- A non-chronological report about moles

## Where the Wild things are



- Annotated story maps (session 2) – familiarising, sequencing and planning Character description (session 6) – describing and then comparing their own wild things (to entertain), vocabulary generation and use of comparative language (-er, -est suffixes)
- Missing poster (session 8) – vocabulary generation and application of comparative language learned (to inform/explain)

## Manfred the Baddie



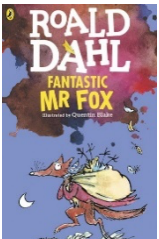
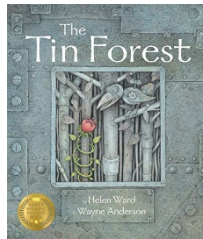

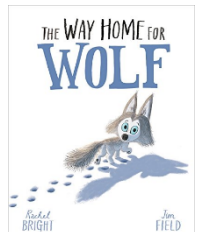
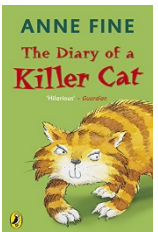
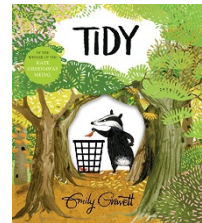

- A 'Get Well' card/message (session 6) – to empathise
- Instructions for making a sandwich (session 8) – to inform
- A character description in the form of a Wanted poster (session 3) – to inform
- A comic strip story in the style of Manfred the Baddie (sessions 12–15) – to entertain

## The Queen's Hat / The Queen's Handbag



- A prediction (session 1) – Who is the 'someone special' that the Queen is going to see?
- A sequence (sessions 3) – Sequencing the events in the story
- Speech bubbles (sessions 4 and 5) – Writing in role as the wind
- A diary entry (sessions 7 and 8) – Retelling the story as a chosen character
- Own versions of the story (sessions 9 and 18–20) – A shorter piece based in the school community,



		<ul style="list-style-type: none"> <li>• Questions to hot seat a character</li> </ul> <p>Planning and inventing a new story about overcoming a fear</p>		<ul style="list-style-type: none"> <li>• A letter to the Wild Things (session 9) – persuasive writing</li> <li>• Retelling the story with innovation (session 12) – narrative writing (to entertain), an original version of the story, and creation of a class anthology of original work</li> </ul>		<p>and a longer piece based on a location of choice Sentence work (session 12) – Can we improve Steve Antony’s sentences?</p> <ul style="list-style-type: none"> <li>• Lists (sessions 13 and 17) – Alliterative animals, and what does the Queen have in her handbag?</li> <li>• Why I stole the Queen’s handbag (session 14) – Writing in role as the sneaky swan</li> </ul>
<p><b>Year 2</b></p>	<p><b>Fantastic Mr Fox</b></p>  <ul style="list-style-type: none"> <li>• Fact file (session 3) – to write and present a fact file about a fox</li> <li>• Newspaper report (session 10) – to write a newspaper report of the hunt</li> </ul>	<p><b>The Tin Forest</b></p>  <ul style="list-style-type: none"> <li>• Lists – to write lists of mini-beasts</li> <li>• A description – to write a detailed description of a forest setting</li> <li>• Instructions – to write instructions on how to plant a seed</li> </ul>	<p><b>The Tale of Jemima Puddle-Duck</b></p>  <ul style="list-style-type: none"> <li>• Non-fiction writing (session 3) – to make observations about a chick’s development</li> <li>• Instructions (session 5) – to write instructions about how to look after a chick</li> </ul>	<p><b>The Way Home for Wolf</b></p>  <ul style="list-style-type: none"> <li>• Writing Outcome 1 (session 3) – to write a PowerPoint presenting an aspect of a wolf’s life.</li> <li>• Writing Outcome 2 (session 8) – to write a winter poem</li> </ul>	<p><b>The Diary of a Killer Cat</b></p>  <ul style="list-style-type: none"> <li>• Writing outcome 1 (session 2) – to write a diary entry for Dad on Thursday evening</li> <li>• Writing outcome 2 (session 5) – to write a theory for</li> </ul>	<p><b>Tidy</b></p>  <p><b>Greta and the Giant</b></p> 



<p>from the viewpoint of the villagers</p> <ul style="list-style-type: none"> <li>• Non-fiction (session 18) – to write a non-fiction report about one of the other animals in the story</li> <li>• Poem (sessions 23 and 24) – To learn a poem by heart and to write their own poem about a fox</li> <li>• Letter (session 27) – To write a letter for one of the Small Foxes to their Grandmother</li> <li>• Dictated sentence (sessions 28) – To write sentences that have been read aloud ensuring that they use correct grammar and vocabulary</li> <li>• Final piece (session 29) – To write a narrative from Mr Fox’s perspective to show what life would be like for the a</li> </ul>	<ul style="list-style-type: none"> <li>• Leaflet/poster – to write an information text</li> <li>• Fiction – to write a story exploring the theme of recycling and litter with a focus on setting</li> </ul>	<ul style="list-style-type: none"> <li>• Fact file (session 7) – to write and present a fact file on different aspects of Beatrix Potter’s life</li> <li>• Advert (session 13) – to write an advert for a safe place for Jemima to lay her eggs</li> <li>• Diary entry (session 19) – to write a simple chronological diary about how chicks develop</li> <li>• Script (session 23) – to write a short script based on the story, changing one aspect</li> <li>• Description (session 27) – to describe the Foxy gentleman</li> <li>• Final piece: Story about an animal character from their experience or imagination – (session 29) – to entertain</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Outcome 3 (session 13) – to write a chronological account of an ice investigation</li> <li>• Writing Outcome 4 (session 19) – to write simple instructions on teamwork for the leader of the wolf pack</li> <li>• Writing Outcome 5 (session 22) – to write and present a fact sheet on why there aren’t wolves in Britain anymore.</li> <li>• Writing Outcome 6 (session 26) – to write an alternative ending to Wilf’s adventure</li> <li>• Writing Outcome 9 Final piece (session 30) – to write a diary entry for Wilf for the end of the story, completing the sentence ‘I knew I was home because...’</li> </ul>	<p>why Tuffy brought Thumper through the cat flap and into the house</p> <ul style="list-style-type: none"> <li>• Writing outcome 3 (session 7) – to write instructions for cleaning up the rabbit</li> <li>• Writing outcome 4 (session 14) – to write the blurb to the sequel of The Diary of a Killer Cat</li> <li>• Writing outcome 5 (session 19) – to write a letter from the vet to Ellie’s family</li> <li>• Writing outcome 6 (sessions 23) – to write a pamphlet for a new cat owner on how to look after their pet</li> <li>• Writing outcome 9 (session 29) – to write a letter from Ellie to her grandpa explaining the misunderstanding with Tuffy, detailing what</li> </ul>	<ul style="list-style-type: none"> <li>• Thought, speech and question bubbles (Sessions 2, 8, 11, 21 and 23) Writing in role to retell the story (Session 5)</li> <li>• A persuasive letter to Pete (Sessions 9 and 10)</li> <li>• A discussion and debate – Has Pete changed? (Sessions 12 and 13)</li> <li>• A personal reflection (Session 14)</li> <li>• An explanation (Session 18)</li> <li>• A book review (Session 20)</li> <li>• A list of suggestions using bullet points (Session 24)</li> <li>• A news recount (Sessions 27 and 28)</li> <li>• A poem (Session 30)</li> </ul>
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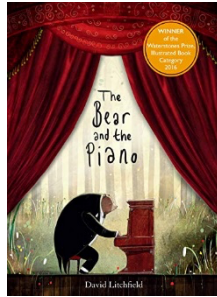
**The Iron Man**



(Science Fiction)

- Internal monologue (sessions 4–5) – write from a seagull’s perspective
- Free writing (session 9) – the Iron Man reflecting on his day
- Hogarth’s diary (session 10–11) – explore feelings
- Formal speech (session 13) – persuade adults
- Poem (session 15) – entertain other children Free write

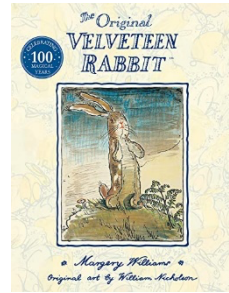
**The Bear and the Piano**



(Picture Book)

- Fact file (session 5) – to present facts and inform others about the seasons
- Free writing (session 6) – to reflect on a personal experience of perseverance
- Diary (sessions 11–12) – to write in character as the bear; his viewpoint as he leaves for the city
- Postcard (session 14) – for the bear to inform and keep in touch with his friends

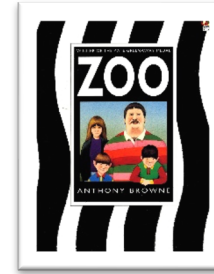
**The Velveteen Rabbit**



(Fairy Tale / Fantasy)

- Presentation on toys of the 1920s – to inform adults
- Rabbit’s internal monologue – to explore characters for themselves as Rabbit Write the next part of the story – to entertain other children
- Class poem about love – to create emotion for other children
- Advice sheet about scarlet fever – to advise adults
- Free writing the next part of the story – to entertain other children
- A story of their own – to entertain other children

**Zoo**

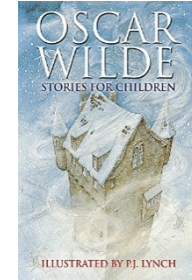


(Picture Book)

- Short diary entries from
- the perspective of both Mum and Dad regarding their recount of specific parts of their day
- letter of complaint from Dad to the zoo to complain about his disastrous visit with his family
- A fact file based on one of the animals from Zoo
- An extended narrative – pupils will plan, draft and publish a story based on the orangutan’s

Tuffy is and isn’t guilty of

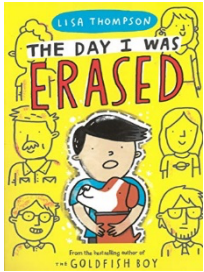
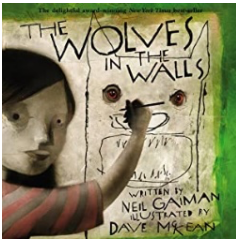
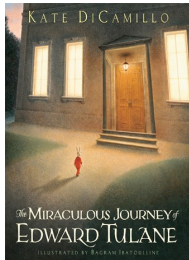
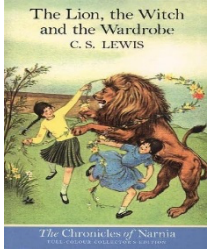
**The Selfish Giant / The Happy Prince**



(Short Stories)

- A character description of the Giant – to describe
- A letter – to persuade
- The next part of the story in the style of the author – to entertain/to predict
- An alternative ending to ‘The Selfish Giant’ – to entertain
- An internal monologue in the role of the Swallow – to empathise
- Diary entries in the role of the Seamstress, Theatre Director and Match Girl – to empathise
- An alternative ending to ‘The Happy Prince’ – to entertain
- A short traditional tale – to entertain/to teach a moral lesson



	<p>(session 21) – an informal letter to a friend</p> <ul style="list-style-type: none"> <li>Final piece: a newspaper report (sessions 25–30) – inform a wide audience, including adults</li> </ul>	<ul style="list-style-type: none"> <li>Free writing (session 16) – to write about a celebrity of choice</li> <li>Poster (session 17) – to persuade people to attend a concert</li> <li>Informal letter (sessions 18–19) – for the bear to explain his thoughts to his friend, grey bear</li> <li>Internal monologue (sessions 21–22) – to reflect on the bear’s dilemma</li> <li>Final piece: an adventure story (sessions 27–30) – to inform a wide audience, including adults</li> </ul>		<p>dreams of a life of freedom</p> <ul style="list-style-type: none"> <li>A piece based on the text My Dad – pupils will select the father from either Zoo or Gorilla as the focus of a piece based on My Dad</li> </ul>	
<p><b>Year 4</b></p>	<p><b>The Day I was Erased</b></p>  <p>(Mystery)</p>	<p><b>The Wolves in the Walls</b></p>  <p>(Fantasy)</p>	<p><b>How to Train your Dragon</b></p>  <p>(Action / Fantasy)</p>	<p><b>The Miraculous Journey of Edward Tulane</b></p>  <p>(Journey of Self-Discovery)</p>	<p><b>The Lion the Witch and the Wardrobe</b></p>  <p>(Fantasy)</p>



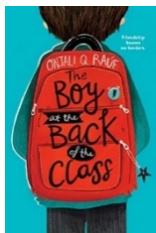
<ul style="list-style-type: none"><li>• A diary entry character study – to recount</li><li>• A missing chapter in the style of the author – to entertain</li><li>• A comparative description – to explain</li><li>• A report in the form of an interview – to entertain and inform</li><li>• A speech to other Year 4 children – to explain and inform</li><li>• A letter to Charlie – to persuade and explain</li><li>• ‘Maxwell’s top five’ – to explain and describe</li><li>• A written analysis – to describe and explain</li><li>• A character discussion – to inform and persuade</li></ul>	<ul style="list-style-type: none"><li>• Internal monologues (Sessions 4–5) – to recount and reflect</li><li>• Poems (Sessions 7–8) – to entertain</li><li>• Non-fiction fact cards (Sessions 9–10) – to describe and inform</li><li>• Free writing (Session 16) – to reflect</li><li>• Narratives (Sessions 19–20) – to entertain</li><li>• Internal monologues (Sessions 22–23) – to explain and reflect</li><li>• A multimodal story (Sessions 26–30) – to entertain</li></ul>	<ul style="list-style-type: none"><li>• Fact file (session 5) – to inform</li><li>• Written dialogue (session 7) – to entertain</li><li>• Hiccup’s monologue (session 10) – to explore the character’s thoughts and feelings</li><li>• Formal persuasive letter (session 13-14) – to persuade</li><li>• Hiccup’s diary entry (session 17-18) – to explore change in the character’s thoughts and feelings</li><li>• Description of a sea dragon (session 19) – to imagine</li><li>• Final piece: first person narrative from Hiccup’s POV or continuing the story (sessions 26-30) – to entertain</li></ul>	<ul style="list-style-type: none"><li>• Free write ‘Something precious to me’ (Session 2) – biographical, to reflect and recount</li><li>• Diary entry of household events (Sessions 4–5) – to write in character as Edward</li><li>• Non-fiction fact sheet or poster on the RMS Queen Mary (Session 7) – to inform</li><li>• Free write Edward’s reflections (Sessions 10 and 19)</li><li>• Internal monologue on Edward’s time at the dump (Sessions 13–14) – to explain and reflect</li><li>• Poem ‘A Travelling Life’ (Sessions 17–18) – to inform and entertain</li><li>• Free write diary or internal monologue (Sessions 22–23) – to inform us about Edward from another character’s POV</li></ul>	<ul style="list-style-type: none"><li>• Character spider diagram (session 3) – to inform</li><li>• Thought bubble from the perspective of Lucy (session 4) – to recount</li><li>• Diary Entry as Lucy of her meeting with Mr Tumnus (session 7) – to recount</li><li>• Letter Home as Lucy (sessions 12 and 13) – to reflect and recount</li><li>• Writing in the style of the story about what happened to Mr Tumnus (sessions 14 and 15) – to recount</li><li>• Mind map of the Key Events of Chapters 7 and 8 (session 16) – to summarise and recount</li><li>• Monologue from Edmund’s perspective (session 19–21) – to reflect and recount</li><li>• Spider diagram about changes in Peter’s character (session 22) – to reflect</li><li>• Paragraph from the point of view of Aslan or the White Witch regarding the fate of Edmund (session 24) – to persuade</li><li>• Haiku (session 25) – to recount</li><li>• Travel guide to Narnia (sessions 28–30) – to inform</li></ul>
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**Year 5**

- Final piece: a new chapter for the story (Sessions 26–29) – to inform and entertain

**The Boy at the back of the Class**



*(Adventure)*

- A piece of persuasive writing (sessions 5 and 6) – to persuade adults
- Free writing as Ahmet (session 7) – to explore the character’s thoughts and feelings
- A letter to the Prime Minister (session 14) – to persuade
- Free writing as the narrator (session 17) – to explore the character’s thoughts and feelings
- The next part of the story (session 20) – to entertain
- A news broadcast (session 21) – to inform
- A speech (session 23) – to persuade
- A news feature (sessions 26–29) – to inform but with bias

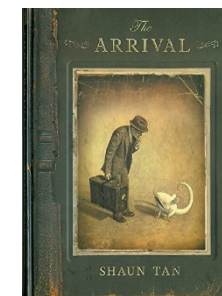
**Nevermoor: The trials of Morrigan Crow**



*(Magic / Fantasy)*

- An apology letter – to apologise
- Diary entries – to recount
- An internal monologue – to recount
- An advertisement – to persuade
- A newspaper report – to inform
- A continuation of the story – to entertain
- A trial account – to inform
- A magical adventure story – to entertain

**The Arrival**



*(Graphic Novel)*

- A farewell letter (session 5) – from the father to his daughter – to inform and reassure
- Journal entries (sessions 7, 11 and 14) – A series of journal entries documenting a journey to a new place, and exploring a character’s feelings
- A narrative (sessions 21–24) – An extended narrative based on a character in the book – to entertain
- A letter from the father to his family (sessions 27–29) – A letter of guidance/instruction from the father to his family – to inform and advise



### Wonder



(Realistic Fiction)

### Year 6

- Personal narrative about a big move (session 3) – To entertain
- Diary entries (sessions 4 and 6) – To reflect
- Continuations of the story (sessions 10, 15, 16) – To entertain
- Non-fiction piece on friend qualities (session 12) – To explain
- Internal monologues (sessions 14, 19, 23, 24) – To reflect
- Apology letter (session 20) – To explain
- Email/text string (session 21) – To reflect/to inform/to entertain (depending on the topic of the messages)
- A story from Julian's POV (sessions 26–30) – To entertain

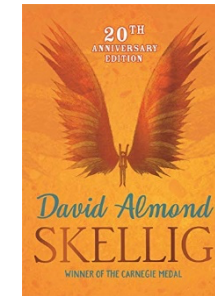
### Macbeth



(Tragedy)

- The opening of a story (Session 2) – to entertain/engage
- Macbeth's internal monologue (Sessions 5, 12 and 23) – to recount and reflect
- A description of the heath (Sessions 8–11) – to entertain/engage
- Lady Macbeth's soliloquy (Sessions 13–14) – to develop understanding of character
- Macbeth's speech to Lady Macbeth (Sessions 18–20) – to persuade
- Defence or prosecution statements (Sessions 24–26) – to persuade
- A closing statement for the defence (Sessions 27–30) – to persuade

### Skellig



(Mystery / Fantasy)

- Internal monologue – to explore Michael's feelings (he is problem solving and therefore the purpose for the reader is to empathise at this point – same with the other monologues and diaries)
- Personal narrative – to describe and entertain
- Internal monologue – to explore Skellig's feelings
- An extra excerpt for the story – to entertain
- Mina's diary – to explore Mina's feelings
- Michael's diary – to explore the change in Michael's feelings
- Final piece – Story – to entertain
- Formal piece of non-fiction writing – The children may also wish to write a one-sided or balanced argument on the topic of home school vs state school.