

## St. Michael's Catholic Primary School Long Term Writing Plan

### Nursery

<b>Autumn 1 Myself</b>	<b>Autumn 2 My family</b>	<b>Spring 1 Animals</b>	<b>Spring 2 Growing</b>	<b>Summer 1 Food</b>	<b>Summer 2 My local area</b>
<b>Nursery rhymes</b> Plus: songs and rhymes about myself and the body	<b>Nursery rhymes</b> Plus: songs and rhymes about different families and friendship	<b>Nursery rhymes</b> Plus: songs and rhymes about animals	<b>Nursery rhymes</b> Plus: songs and rhymes about growing	<b>Nursery rhymes</b> Plus: songs and rhymes about food	<b>Nursery rhymes - all</b>
<b>Story Imitation/innovation:</b> Mr Wiggle & Mr Waggle (TfW EYS Book) Come on Daisy by Jane Simmons	<b>Story Imitation/innovation:</b> A Mouse Called Maisy (TfW EYS Book) We're Going on a Bear Hunt by Michael Rosen	<b>Story Imitation/innovation:</b> Old Mac's Farm (TfW EYS Book) The Three Billy Goats Gruff	<b>Story Imitation/innovation:</b> Little Jack (TfW EYS Book) Little Red Hen	<b>Story Imitation/innovation:</b> The Gingerbread Man	<b>Story Imitation/innovation:</b> Rosie's Walk
<b>Story Invention</b> Adult modelled – 2 characters or journey story (like Mr Wiggle & Mr Waggle/Rosie's Walk)	<b>Story Invention</b> Adult modelled – family based	<b>Story Invention</b> Adult modelled – animal based	<b>Story Invention</b> Growing based	<b>Story Invention</b> Food based	<b>Story Invention</b> Journey/local area based
<b>Non-Fiction</b> Instructions – simple class activities, e.g. how to do something, how to get from one place to another	<b>Non-Fiction</b> Information/persuasion – invitation to the bear to come to school	<b>Non-Fiction</b> Recount – trip to the woods to find the troll!	<b>Non-Fiction</b> Information – report on ducks	<b>Non-Fiction</b> Instructions – how to make gingerbread	<b>Non-Fiction</b> Recount – trip to the farm

## Reception

<b>Autumn 1 All about me</b>	<b>Autumn 2 All about me</b>	<b>Spring 1 Transport</b>	<b>Spring 2 Stories</b>	<b>Summer 1 Africa</b>	<b>Summer 2 Liverpool</b>
<b>Rhymes and Poems</b> plus Playtime rhymes by Sally Gardner	<b>Rhymes and Poems</b> plus Monkey and Me by Emily Gravett	<b>Rhymes and Poems</b> plus Aliens Love Underpants by C.Freedman and B.Cort	<b>Rhymes and Poems</b> plus The Walker Book of First Rhymes	<b>Rhymes and Poems</b> plus The Booktime Book of Fantastic First Poems Ed By June Crebbin	<b>Rhymes and Poems</b> plus A First Poetry Book by P.Corbett and G.Morgan
<b>Story Imitation/innovation:</b> The Enormous Turnip	<b>Story Imitation/innovation:</b> Elmer by David McKee	<b>Story Imitation/innovation:</b> How to Catch a Star by Oliver Jeffers	<b>Story Imitation/innovation:</b> The Three Little Pigs	<b>Story Imitation/innovation:</b> Little Red Riding Hood	<b>Story Imitation/innovation:</b> Mr Gumpy's Outing by John Burningham
<b>Story Invention</b> Weekly group story	<b>Story Invention</b> Weekly group story	<b>Story Invention</b> Adult modelled	<b>Story Invention</b> Stories from individuals	<b>Story Invention:</b> Stories from individuals	<b>Story Invention</b> Stories from individuals
<b>Non-Fiction</b> Recount of cooking activity, e.g. making vegetable soup	<b>Non-Fiction</b> Information – report on elephants	<b>Non-Fiction</b> Instructions – how to catch a star	<b>Non-Fiction</b> Information – report on wolves	<b>Non-Fiction</b> Persuasion – letter to persuade the wolf not to eat people and come to class party	<b>Non-Fiction</b> Recount – trip to ...

# Year 1

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Poetry - Performance (senses)		Poetry – The Sound Collector		Poetry - Wishing Theme		Poetry – Owl & the Pussycat		Poetry – Jill Bennett Collections		Poetry – Space Poems	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<b>Text</b> Funny Bones	<b>Text</b> Captions & Labels	<b>Text</b> Peace at last	<b>Text</b> Recount of a simple journey	<b>Text</b> Not Now Bernard	<b>Text</b> Letter from Bernard	<b>Text</b> The Tiger Who Came To Tea	<b>Text</b> Tigers	<b>Text</b> The Magic Porridge Pot	<b>Text</b> How to make porridge (or another similar set of instructions)	<b>Text</b> Beegu (Hook)	<b>Text</b> Posters (Lost!)
<b>Genre</b> Tale of fear	<b>Genre</b> (find/create text linked to topic)	<b>Genre</b> Wishing tale	<b>Genre</b> Recount	<b>Genre</b> Beat the monster tale	<b>Genre</b> Letter	<b>Genre</b> Journey tale	<b>Genre</b> Information	<b>Genre</b> Traditional Tale	<b>Genre</b> Instructions	<b>Genre</b> Free choice	<b>Genre</b> Information/persuasion
<b>Focus</b> Full stops Capital letters	<b>Genre</b> Information	<b>Focus</b> Adjectives (– est –er and characterisation)	<b>Focus</b> Time words	<b>Focus</b> Extending sentences using conjunctions - and	<b>Focus</b> Writing for an audience/purpose	<b>Focus</b> Story Sequence ? and !	<b>Focus</b> Precise verbs (- ing and-ed)	<b>Focus</b> Story Sequence Prefix un	<b>Genre</b> Instructions	<b>Focus</b> Apply all	<b>Focus</b> Apply all
<b>Writing outcome</b> Write a simple innovation of Funny Bones	<b>Focus</b> CAPs into writing	<b>Writing outcome</b> Write own version of Peace at Last	<b>Writing outcome</b> Recount of a journey round school	<b>Writing outcome</b> Write own version of Not Now Bernard	<b>Writing outcome</b> Reply letter to Bernard	<b>Writing outcome</b> Write own journey story	<b>Writing outcome</b> Information text about chosen animal	<b>Writing outcome</b> Own version of The Magic Porridge Pot	<b>Focus</b> Text structure	<b>Writing outcome</b> Story	<b>Writing outcome</b> Poster
<b>Cross curricular writing Lists</b>	<b>Cross curricular writing Captions and labels</b>	<b>Cross curricular writing Recount</b>	<b>Cross curricular writing Letter</b>	<b>Cross curricular writing Information</b>	<b>Cross curricular writing Instructions</b>	<b>Cross curricular writing Text</b>	<b>Cross curricular writing Genre</b>	<b>Cross curricular writing Focus</b>	<b>Cross curricular writing Writing outcome</b>	<b>Cross curricular writing Writing outcome</b>	<b>Cross curricular writing Writing outcome</b>

# Year 2

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Poetry - Performance poetry (Traditional Tale theme)		Poetry – Everyday things		Poetry – People		Poetry – Performance Poetry		Poetry – Performance poetry		Poetry – Liverpool Poetry	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p><b>Text</b> The Queen’s Hat</p> <p><b>Genre</b> Journey tale</p> <p><b>Focus</b> Description</p> <p><b>Writing outcome (innovation)</b> Innovation of The Queen’s Hat</p> <p><b>Independent writing outcome</b> New version of The Queen’s Hat</p>	<p><b>Text</b> Topic based recount eg. Great Fire diary entry (RWPerform tweaked)</p> <p><b>Genre</b> Recount</p> <p><b>Focus</b> Sequencing, time words/phrases</p> <p><b>Writing outcome (innovation)</b> Topic based recount</p> <p><b>Independent writing outcome</b> Topic based recount with a clear structure</p>	<p><b>Text</b> Lost and Found</p> <p><b>Genre</b> Finding tale</p> <p><b>Focus</b> Accurate sentences</p> <p><b>Writing outcome (innovation)</b> Lost and found innovation</p> <p><b>Independent writing outcome</b> Own version of a finding tale</p>	<p><b>Text</b> Letter from penguin to boy</p> <p><b>Genre</b> Persuasion</p> <p><b>Focus</b> Appealing to an audience/persuasive language</p> <p><b>Writing outcome (innovation)</b> Innovated letter (from creature to boy?)</p> <p><b>Independent writing outcome</b> Topic based persuasive letter</p>	<p><i>Shorter unit to generate short writes</i></p> <p><b>Text</b> Owl Babies</p> <p><b>Genre</b> Wishing tale</p> <p><b>Focus</b> Coherence Settings</p> <p><b>Writing outcome (innovation)</b> Setting description innovation (or another part of story)</p> <p><b>Independent writing outcome (short writes)</b> Setting description, Persuasive letter to character, Own wishing tale</p>	<p><i>Shorter unit to generate short writes</i></p> <p><b>Text</b> Book review</p> <p><b>Genre</b> Information</p> <p><b>Focus</b> Accurate sentences/ending sentences (subordination)</p> <p><b>Writing outcome</b> New nook review eg. for class novel</p> <p><b>Independent writing outcome</b> Independent book review</p>	<p><i>Shorter unit to generate short writes</i></p> <p><b>Text</b> The Twits (character description)</p> <p><b>Genre</b> Character description</p> <p><b>Focus</b> Extended sentences, effective language</p> <p><b>Writing outcome (innovation)</b> 2 x Roald Dahl Contrasting Character Descriptions</p> <p><b>Independent writing outcome</b> 2 contrasting character descriptions</p>	<p><i>Shorter unit to generate short writes</i></p> <p><b>Text</b> Real experience recount (eg. Animal takeover)</p> <p><b>Genre</b> Recount</p> <p><b>Focus</b> Accurate punctuation</p> <p><b>Writing outcome (innovation)</b> Real experience recount</p> <p><b>Independent writing outcome (short writes)</b> Trip advisor review</p> <p>Information leaflet on... (topic based eg. Neil Armstrong)</p>	<p><i>Shorter unit to generate short writes</i></p> <p><b>Text</b> Book review with character description (See GDS exemplification p. 14-15)</p> <p><b>Genre</b> Information</p> <p><b>Focus</b> Extended sentences using subord/co-ord</p> <p><b>Independent writing outcome</b> Book review with character description</p>	<p><i>Shorter unit to generate short writes</i></p> <p><b>Text</b> How to trap a stone giant</p> <p><b>Genre</b> Instructions</p> <p><b>Focus</b> Coherence</p> <p><b>Independent writing outcome</b> How to trap a Liverbird</p>	<p><b>Text</b> How the world was made (Bumper book of storytelling ks1)</p> <p><b>Genre</b> Creation tale</p> <p><b>Focus</b> Description</p> <p><b>Writing outcome (innovation)</b> Innovated version of story</p> <p><b>Independent writing outcome</b> How Liverpool was made</p>	<p><b>Text</b> Liverpool information text</p> <p><b>Genre</b> Information</p> <p><b>Focus</b> Effective language. coherence</p> <p><b>Writing outcome (innovation)</b> Innovated information text</p> <p><b>Independent writing outcome</b> Information text of their choice (children choose something that interests them in the local area)</p>
Cross curricular writing Instructions		Cross curricular writing Recount		Cross curricular writing Persuasion		Cross curricular writing Information		Cross curricular writing Recount		Cross curricular writing Any covered this year	

## Year 3

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Poetry - Gran can you rap?		Poetry – Journeys		Poetry - Dangerous Places		Poetry – The Door		Poetry – Animal		Poetry – Performance (dialogue)	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p><b>Text</b> Stone Age Boy (shortened version)</p> <p><b>Genre</b> Portal story</p> <p><b>Focus</b> Story structure</p> <p><b>Writing outcome (innovation)</b> Innovation of Stone Age Boy</p> <p><b>Independent Write</b> Own portal story</p>	<p><b>Text</b> How to wash a Woolly Mammoth (Y3 writing models Pie Corbett)</p> <p><b>Genre</b> Instructions</p> <p><b>Focus</b> Precise and effective vocabulary</p> <p><b>Writing outcome (innovation)</b> How to xxx (linked to topic)</p> <p><b>Independent Write</b> How to XXX (free choice)</p>	<p><b>Text</b> Lazy Jack (Bumper Book KS2 Pie Corbett)</p> <p><b>Genre</b> Fairy Tale</p> <p><b>Focus</b> Dialogue – layout and punctuation</p> <p><b>Writing outcome (innovation)</b> Innovation on Lazy Jack</p> <p><b>Independent Write</b> New fairy tale with similar structure and correct dialogue</p>	<p><b>Text</b> Stone Age - Information text</p> <p><b>Genre</b> Information</p> <p><b>Focus</b> Coherence</p> <p><b>Writing outcome (innovation)</b> Iron Age innovation – Information text</p> <p><b>Independent Write</b> Information text linked to topic or science</p>	<p><b>Text</b> Adventures at Sandy Cove</p> <p><b>Genre</b> Warning Tale</p> <p><b>Focus</b> Suspense</p> <p><b>Writing outcome (innovation)</b> New version of Adventures at Sandy Cove</p> <p><b>Independent Write</b> New warning story</p>	<p><b>Text</b> Non-chronological report - Italy</p> <p><b>Genre</b> Non-chronological report</p> <p><b>Focus</b> Writing for an audience</p> <p><b>Writing outcome (innovation)</b> Romans report</p> <p><b>Independent Write</b> Report linked to another area of topic</p>	<p><b>Text</b> Secret of Blackrock</p> <p><b>Genre</b> Portal story</p> <p><b>Focus</b> Description</p> <p><b>Writing outcome (innovation)</b> Portal to a new place</p> <p><b>Independent Write</b> New world portal story</p>	<p><b>Text</b> Recount of a trip</p> <p><b>Genre</b> Recount</p> <p><b>Focus</b> Paragraphing</p> <p><b>Writing outcome (innovation)</b> Recount of Chester trip</p> <p><b>Independent Write</b> Any recount linked to topic</p>	<p><b>Text</b> Character description – class novel based (101 Dalmations)</p> <p><b>Genre</b> Character description</p> <p><b>Focus</b> Character</p> <p><b>Writing outcome (innovation)</b> Cruella De Ville character description</p> <p><b>Independent Write</b> Topic linked character description</p>	<p><b>Text</b> Non-chron report of Liverpool</p> <p><b>Genre</b> Information</p> <p><b>Focus</b> Effective vocabulary</p> <p><b>Writing outcome (innovation)</b> Innovation of Liverpool report</p> <p><b>Independent Write</b> Non-chron report about the Beatles (linked to tourism)</p>	<p><b>Text</b> Tuesday by David Weisner</p> <p><b>Genre</b> Fantasy</p> <p><b>Focus</b> Structure</p> <p><b>Writing outcome (innovation)</b> Sequel</p> <p><b>Independent Write</b> New fantasy story</p>	<p><b>Text</b> How Pirates Really Work by Alan Snow</p> <p><b>Genre</b> Explanation</p> <p><b>Focus</b> All</p> <p><b>Writing outcome (innovation)</b> How teachers really work</p> <p><b>Independent Write</b> How xxx really work</p>
Cross curricular writing Persuasion		Cross curricular writing Instructions		Cross curricular writing Information		Cross curricular writing Non-chron report		Cross curricular writing Recount Class text: 101 Dalmations		Cross curricular writing Information	

# Year 4

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Poetry - Scary poems		Poetry – Other words/fantasy		Poetry - Performance		Poetry – Magic Box		Poetry – Performance		Poetry - Wishes	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p><b>Text</b> The Lost Happy Endings (reduced)</p> <p><b>Genre</b> Losing Tale</p> <p><b>Focus</b> Dialogue</p> <p><b>Writing outcome (innovation)</b> The witch’s story</p> <p><b>Independent Outcome</b> New losing tale using effective dialogue – topic link to Egypt</p>	<p><b>Text</b> What to do if you meet an alien by Pie Corbett (Y4 Writing Models)</p> <p><b>Genre</b> Instructions</p> <p><b>Focus</b> Organisational devices</p> <p><b>Writing outcome (innovation)</b> What to do if you meet a mummy.</p> <p><b>Independent Outcome</b> What to do if you meet xxxx (new creature)</p>	<p><b>Text</b> The Egyptian Cinderella</p> <p><b>Genre</b> Rags to riches</p> <p><b>Focus</b> Description</p> <p><b>Writing outcome (innovation)</b> Retelling of another Cinderella (other culture etc.)</p> <p><b>Independent Outcome</b> Egyptian rags to riches tale</p>	<p><b>Text</b> Journey to the Afterlife</p> <p><b>Genre</b> Explanation</p> <p><b>Focus</b> Paragraphing (grouping ideas)</p> <p><b>Writing outcome (innovation)</b> Explanation text</p> <p><b>Independent Outcome</b> Own explanation text (topic link)</p>	<p><b>Text</b> Theseus &amp; the Minotaur (adapted version of Anthony Horowitz re-telling)</p> <p><b>Genre</b> Beat the Monster</p> <p><b>Focus</b> Suspense</p> <p><b>Writing outcome (innovation)</b> Beat the monster</p> <p><b>Independent Outcome</b> New monster – Beat the monster story (suspense)</p>	<p><b>Text</b> Discussion model – Should Daleks Be Allowed to Live on Earth (reduce)</p> <p><b>Genre</b> Discussion</p> <p><b>Focus</b> Paragraphing (linked sentences)</p> <p><b>Writing outcome (innovation)</b> Discussion linked to Minotaur/Greeks</p> <p><b>Independent Outcome</b> Any discussion text (link to Zoo conservation project?)</p>	<p><b>Text</b> The Magician’s Shop by Pie Corbett (Y4 Writing Models)</p> <p><b>Genre</b> Fantasy</p> <p><b>Focus</b> Settings</p> <p><b>Writing outcome (innovation)</b> Embellish/add to original text</p> <p><b>Independent Outcome</b> Diagon Alley (or similar)</p>	<p><b>Text</b> Persuasive Advert – theme park</p> <p><b>Genre</b> Persuasive adverts</p> <p><b>Focus</b> Specific language choice</p> <p><b>Writing outcome (innovation)</b> Persuasive advert different topic</p> <p><b>Independent Outcome</b> Chet persuasive advert</p>	<p><b>Text</b> Historical story pg 26 (Y4 Writing Models)</p> <p><b>Genre</b> Journey story</p> <p><b>Focus</b> Cohesion within and across paragraphs</p> <p><b>Writing outcome (innovation)</b> Journey story set in Victorian Liverpool</p> <p><b>Independent Outcome</b> Embellish/add to original text</p>	<p><b>Text</b> Explanation text – Victorian</p> <p><b>Genre</b> Liverpool LIFE</p> <p><b>Focus</b> Recount/information</p> <p><b>Focus</b> Precise vocab</p> <p><b>Writing outcome (innovation)</b> Biography – Margaret Ashton</p> <p><b>Independent Outcome</b> Explanation texts topic linked</p>	<p><b>Text</b> The King of the Birds by Pie Corbett</p> <p><b>Genre</b> Wishing Tale</p> <p><b>Focus</b> Endings</p> <p><b>Writing outcome (innovation)</b> Wishing Tale – change wish &amp; ending/creature</p> <p><b>Independent Outcome</b> Wishing Tale – change wish &amp; ending (demonstrate all skills – description, dialogue etc)</p>	<p><b>Text</b> Choose from non-fiction taught this year</p> <p><b>Genre</b> Free choice</p> <p><b>Focus</b> All</p> <p><b>Independent Outcome</b> Plan, write, edit then publish a non-fiction piece with a Liverpool link.</p>
<p><b>Cross-curricular Writing</b> Persuasion Class text: Secrets of a Sun King</p>		<p><b>Cross-curricular Writing</b> Instructions</p>		<p><b>Cross-curricular Writing</b> Explanation Class text: Who Let The Gods Out</p>		<p><b>Cross-curricular Writing</b> Discussion</p>		<p><b>Cross-curricular Writing</b> Recount/information Class novel: Street Child</p>		<p><b>Cross-curricular Writing</b> Recount/information</p>	

# Year 5

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Poetry - Dialogue (performance)		Poetry – Fantasy Places		Poetry - Aspects of Beowulf (perf)		Poetry – Battles		Poetry – Extreme Weather		Poetry – Free choice	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p><b>Text</b> Kidnapped! Pie Corbett Bumper Books Year 6. Add dialogue</p> <p><b>Genre</b> Finding story</p> <p><b>Focus</b> Dialogue to convey character</p> <p><b>Writing outcome (innovation)</b> Kidnap story in old school building late at night.</p> <p><b>Independent Writing</b> Kidnapped! Their own kidnap story.</p>	<p><b>Text</b> How to find Pirate’s Treasure (Pie Corbett Writing Models Y5)</p> <p><b>Genre</b> Explanation</p> <p><b>Focus</b> Effective use of vocabulary</p> <p><b>Writing outcome (innovation)</b> How to xxx Anglo-Saxon link</p> <p><b>Independent Writing</b> How to xxx Topic link</p>	<p><b>Text</b> Jack O’Lantern (Pie Corbett modelled texts Y6 book)</p> <p><b>Genre</b> Fantasy</p> <p><b>Focus</b> Effective description of character/setting</p> <p><b>Writing outcome (innovation)</b> Fantasy story with effective description</p>	<p><b>Text</b> Recount</p> <p><b>Genre</b> Recount Letter</p> <p><b>Focus</b> Cohesion within paragraphs.</p> <p><b>Writing outcome (innovation)</b> Recount zoo trip</p> <p><b>Independent Writing</b> Topic linked recount.</p>	<p><b>Text</b> Beowulf</p> <p><b>Genre</b> Beat the Monster Story</p> <p><b>Focus</b> Effective use of punctuation</p> <p><b>Writing outcome (innovation)</b> Grendel’s Mums Revenge</p> <p><b>Independent Writing</b> New revenge/beat the monster story with Vikings link</p>	<p><b>Text</b> Dragons Must Go.</p> <p><b>Genre</b> Persuasion.</p> <p><b>Focus</b> Creating cohesion across paragraphs using adverbials of time and number.</p> <p><b>Writing outcome (innovation)</b> Grendel Must Go.</p> <p><b>Independent Writing</b> Their own Must Go text (topic link)</p>	<p><b>Text</b> Highwayman – narrative poetry (setting descriptions)</p> <p><b>Genre</b> Narrative poetry</p> <p><b>Focus</b> Settings</p> <p><b>Writing outcome (innovation)</b> Retelling of Highwayman with setting description focus</p> <p><b>Independent Writing</b> Setting description</p>	<p><b>Text</b> Battle Cry (RWP pack – edited)</p> <p><b>Genre</b> Persuasion (speech)</p> <p><b>Focus</b> Cohesion within and across paragraphs. Language for effect.</p> <p><b>Writing outcome (innovation)</b> Persuasive speech</p> <p><b>Independent Writing</b> Persuasive writing – topic link.</p>	<p><b>Text</b> Zelda Claw and The Rain Cat. P112. (Blue Pie Corbett Book).</p> <p><b>Genre</b> Fear story</p> <p><b>Focus</b> Suspense</p> <p><b>Writing outcome (innovation)</b> New threat for Zelda .e.g. a dog and change weather conditions.</p> <p><b>Independent Writing</b> Own animal threat story – link this to conservation/Ch ester Zoo project?</p>	<p><b>Text</b> Super Solar System</p> <p><b>Genre</b> Comparative non-chronological report)</p> <p><b>Focus</b> Effective language.</p> <p><b>Writing outcome (innovation)</b> Non-chron report about a planet (Lit. shed planet resource as a starting point)</p> <p><b>Independent Writing</b> Non-chron report linked to topic.</p>	<p><b>Hook</b> Water Horse video and extract from the book as model</p> <p><b>Genre</b> Fantasy story</p> <p><b>Focus</b> Using and applying all focuses</p> <p><b>Writing outcome (innovation)</b> Short Burst Writes.</p> <p><b>Independent Writing</b> Choosing their own story genre.</p>	<p><b>Text</b> Biography (free choice)</p> <p><b>Genre</b> Biography</p> <p><b>Focus</b> Securing end of year objectives</p> <p><b>Writing outcome (innovation)</b> Biography of a famous person (Liverpool link)</p>
<p>Cross curricular writing Recount Class text: Anglo-Saxon Boy</p>		<p>Cross curricular writing Explanation Class text: Viking Boy</p>		<p>Cross curricular writing Recount</p>		<p>Cross curricular writing Persuasion</p>		<p>Cross curricular writing Persuasion</p>		<p>Cross curricular writing All genres covered so far Class text: Anglo-Saxon boy</p>	

# Year 6

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Poetry - Other Worlds		Poetry – Performance (Dulce et. Decorum est.)		Poetry - Fear		Poetry – Familiar People/Places		Poetry – Places (Liverpool)		Poetry - Performance	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p><b>Text</b> Clock Close by Dean Thomson</p> <p><b>Genre</b> Portal story</p> <p><b>Focus</b> Suspense (build atmosphere)</p> <p><b>Writing outcome (innovation)</b> Innovate the setting</p> <p><b>Independent Writing</b> New portal story</p> <p>Emergency Zoo as class text.</p>	<p><b>Text</b> Balanced Argument – ‘Should Zoos Exist?’</p> <p><b>Genre</b> Balanced Argument</p> <p><b>Focus</b> Paragraphing</p> <p><b>Writing outcome (innovation)</b> Top XXX (Vikings/Heroes etc)</p> <p><b>Independent Writing</b> Top XXX (free choice, something that each child knows about)</p>	<p><b>Text</b> The Nightmare Man (Visual texts for e.g Voices in the Park)</p> <p><b>Genre</b> Fear Story</p> <p><b>Focus</b> Characterisation</p> <p><b>Writing outcome (innovation)</b> Development of characters within a fear story</p> <p><b>Independent Writing</b> Short story with characterisation</p> <p>Silver Sword as class text.</p>	<p><b>Text</b> Blitz in Coventry</p> <p><b>Genre</b> Journalistic (News report)</p> <p><b>Focus</b> Varying sentences &amp; parenthesis</p> <p><b>Writing outcome (innovation)</b> Blitz in Liverpool</p> <p><b>Independent Writing</b> WW2 news report</p>	<p><b>Text</b> Break-in (Y6 Writing Models)</p> <p><b>Genre</b> Modern re-telling</p> <p><b>Focus</b> Openings</p> <p><b>Writing outcome (innovation)</b> Opening - Modern re-telling of a traditional tale</p> <p><b>Independent Writing</b> Opening - re-telling of chosen traditional tale</p>	<p><b>Text</b> Was Jack wrong? (Y6 Writing Models)</p> <p><b>Genre</b> Discussion and Journalism</p> <p><b>Focus</b> Passive sentences and formal language</p> <p><b>Writing outcome (innovation)</b> Discussion text – new stimulus (trad tale?)</p> <p><b>Independent Writing</b> Discussion text – new stimulus (free choice)</p>	<p><b>Text</b> Opening the Fridge (KS2 GDS Frankie)</p> <p><b>Genre</b> Short story</p> <p><b>Focus</b> Suspense (build atmosphere)</p> <p><b>Writing outcome (innovation)</b> Normal situation with suspense (fooling the reader)</p> <p><b>Independent Writing</b> Chosen normal situation with suspense (fooling the reader)</p>	<p><b>Text</b> Dear Baron Hardup (Writing models Y6 p80)</p> <p><b>Genre</b> Letter of complaint</p> <p><b>Focus</b> Cohesion</p> <p><b>Writing outcome (innovation)</b> Letter of complaint (linked to relevant topic)</p> <p><b>Independent Writing</b> Letter of complaint</p>	<p><b>Text</b> The Caravan by Pie Corbett</p> <p><b>Genre</b> Warning story</p> <p><b>Focus</b> Settings</p> <p><b>Writing outcome (innovation)</b> Short burst writes - settings</p> <p><b>Independent Writing</b> New warning story with developed setting</p>	<p><b>Text</b> David Attenborough Commentary</p> <p><b>Genre</b> Information (Informal/personal/commentary)</p> <p><b>Focus</b> Precision of language</p> <p><b>Writing outcome (innovation)</b> Information text</p> <p>David Attenborough style</p> <p><b>Independent Writing</b> Chosen information/commentary text</p> <p>Science link.</p>	<p><b>Text</b> The Arrival (hook text)</p> <p><b>Genre</b> Journey/Beat the Monster story</p> <p><b>Focus</b> Using &amp; applying all focuses</p> <p><b>Writing outcomes</b> Short writes using The Arrival as a stimulus</p> <p>AND/OR a longer story</p>	<p><b>Text</b> All models from Year 6</p> <p><b>Genre</b> variety of genres</p> <p><b>Focus</b> Securing end of year objectives</p> <p><b>Writing outcome</b> Free choice non-fiction – 2 pieces both polished and published</p>
Cross curricular writing Persuasion, diary entry		Cross curricular writing Balanced argument		Cross curricular writing Diary entry, journalistic writing		Cross curricular writing Discussion, diary entry		Cross curricular writing Letters		Cross curricular writing Variety of genres	