
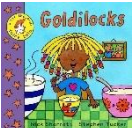
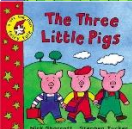
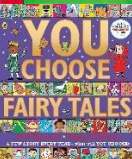
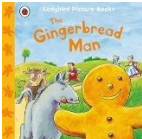

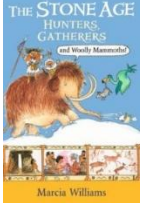

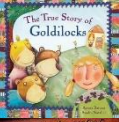
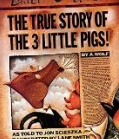
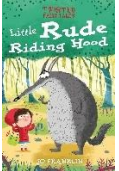
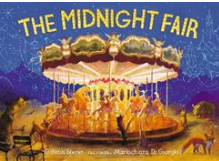
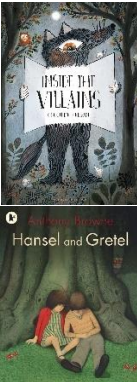
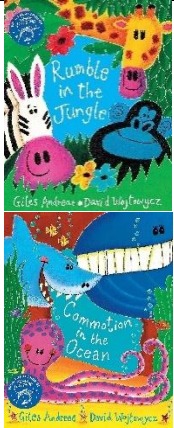

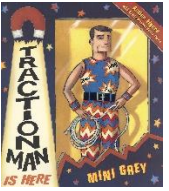
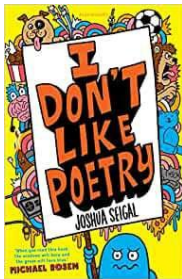
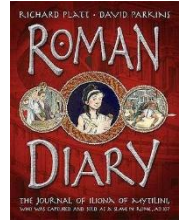
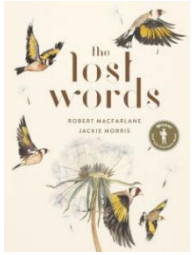
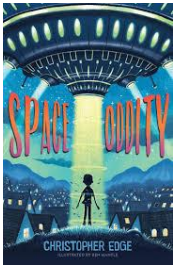


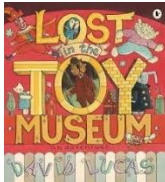
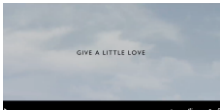

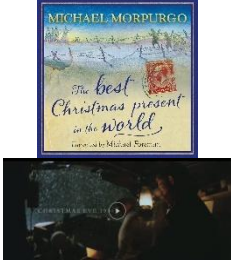






Writing Long Term Plan Overview

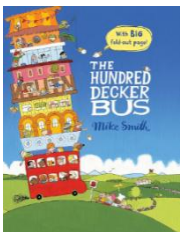
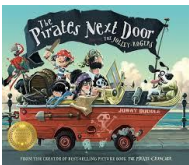
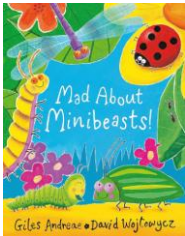

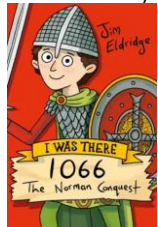

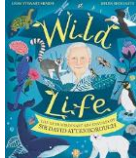

	EYFS	Year 1/2 (Cycle A)	Year 1/2 (Cycle B)	Year 3/4 (Cycle A)	Year 3/4 (Cycle B)	Year 5/6 (Cycle A)	Year 5/6 (Cycle B)
<p>Autumn 1</p> <p>Focus Texts</p>	<p>Traditional Tales whole school focus (Traditional Tales)</p>		<p>Traditional Tales whole school focus (Traditional Tales from around the world)</p>		<p>Traditional Tales whole school focus (Traditional Tales switching the good/ bad characters around)</p>		<p>Traditional Tales whole school focus (Mature Traditional Tales)</p>
	  	 	 	  	   		
<p>Purpose 1</p>	<p>Talk for writing</p>	<p>Transcriptional fluency</p>	<p>Transcriptional fluency</p>	<p>INFORMAL Entertain (Setting description)</p>	<p>FORMAL Inform (journalism news reporting)</p>	<p>INFORMAL Entertain (setting description – use senses)</p>	<p>INFORMAL Entertain (Setting description)</p>
<p>Immersion</p>	<p>Quality texts Drama Video clips Audio clips Now Press Play</p>	<p>Quality texts Video clips</p>	<p>Quality texts Drama</p>	<p>Quality texts Images of the Stone Age Lived experience of a Stone Age settlement VR kits</p>	<p>Quality texts Drama Now Press Play</p>	<p>Quality texts Goose Fair lived experience</p>	<p>Quality text Sweet day and gingerbread tasting</p>
<p>To write...so that...</p>	<p>To retell a familiar traditional tale.</p>	<p>To write dictated sentences about Florence Nightingale's appearance.</p>	<p>To write dictated sentences about the characters in the Gingerbread Man.</p>	<p>To write a description of a Stone Age settlement so that the reader wants to be there.</p>	<p>To write an online news report so that the reader learns that The Three Little Pigs are actually the villains.</p>	<p>To write a description of a fairground scene so that the reader wants to be there.</p>	<p>To write a description of Hansel & Gretel's arrival at the gingerbread house so that the reader</p>

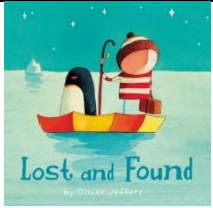
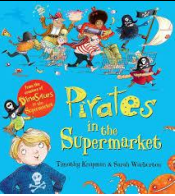
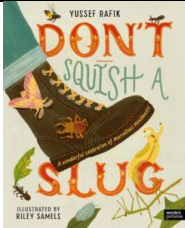


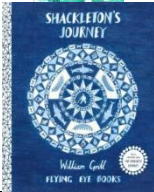

		To write dictated sentences about Florence Nightingale's character.	To write dictated sentences to retell the story of The Gingerbread Man.				wants to taste the house.
Purpose 2	Talk for writing	Transcriptional fluency	Transcriptional fluency	INFORMAL Entertain (Narrative about a modern day person meeting someone from the Stone Age)	INFORMAL Entertain (Narrative)	FORMAL Discuss (Balanced argument)	FORMAL Persuade (speech)
Immersion	Quality texts (You Choose) Drama Appropriate props and costumes in the provision Puppets	Quality texts Video clips	Drama Now Press Play Video clips Audio clips	Quality texts (Stone Age Boy) BBC Teach videos Lived experiences/ drama	Quality texts Drama	Quality texts Animal video clips Role play debate	Quality Text
To write...so that...	To tell my own fairy tale.	To write dictated sentences about Mary Seacole's appearance. To write dictated sentences about Mary Seacole's character.	To write dictated sentences about the characters in the Runaway Chapati. To write dictated sentences to retell the story of The Runaway Chapati.	To write a narrative so that the reader understands the character's experience of the Stone Age.	To write a narrative for part of a twisted traditional tale so that the reader laughs.	To write a balanced argument discussing whether animals should be allowed to use the fair so that the reader can see both sides.	To write a formal speech so that the reader is persuaded that Gretel was right to murder the witch.
Autumn 2 e.g. Curriculum link	Poetry whole school focus	Poetry whole school focus		Poetry whole school focus		Poetry whole school focus	
Focus Texts							

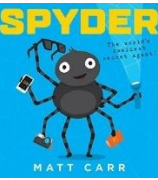
Purpose	Talk for writing	Transcriptional fluency	Transcriptional fluency	INFORMAL Entertain (poetry)	INFORMAL Entertain (Diary)	INFORMAL Entertain (detailed acrostic poem)	INFORMAL Entertain (Narrative)
Immersion	Quality text Oral retelling with actions Instruments	Quality text Lived experience (to begin their magical adventure)	Quality text	Quality text Lived experience linked to the subject of the poem	Quality text, Now Press Play, drama	Quality text Lived experience linked to the subject of the poem	Quality texts Video clips Now Press Play Drama
	To write...so that...	To retell an animal poem.	To write dictated sentences about Joseph Coelho. To write dictated sentences about a magical adventure.	To write dictated sentences about the characters in Traction Man. To write dictated sentences about Traction Man's actions (verbs).	To write a poem so that the reader laughs.	To write a diary entry about the slave girl so that the reader doesn't want to be there.	To write a poem so that the reader is amazed by the wonders of nature.
Purpose	Phonics application	Transcriptional fluency	Transcriptional fluency	INFORMAL Inform	INFORMAL Persuade	INFORMAL Inform (letter home)	FORMAL Inform (Journalism news reporting)
Focus Texts							
	Immersion	Quality texts Message from Santa	The Nutcracker Dance Video clips Drama	Lost in the Museum	Video clip of the advert PSHE circle time reflections Gratitude journal reflections	Quality non-fiction texts Google Earth Lived experience of the holiday VR kit trip to Rome Experience	Video clip of the advert Documentary style video clips explaining what happened PSHE circle time reflections
To write...so that...	To make meaning of the marks that I make as I write. (letter to Santa)	To write dictated sentences to describe a setting.	To write dictated sentences to describe one of the settings from Lost in the Toy Museum.	To write a pledge so that the listener knows how you are going to share the love and cheer	To write an online review of a holiday in Rome so that the reader wants to be there.	To write a letter home so that your family understands the events of the Christmas Truce.	To write a news report on the moon landing so that the reader understands the events.


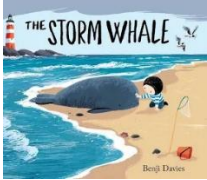
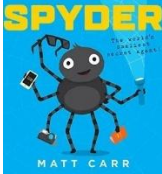

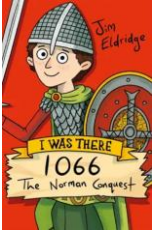

				people up over Christmas.			
Topic and Science focus	Seasons	Panic on Pudding Lane	Bulwell and Beyond Seasonal changes	Under the sea Living things and their habitats, States of matter	Extreme Earth Electricity	World War 2 Prop and changes of materials	Greeks and Baghdad
Spring 1 Literature							
Focus Texts					 Neville Chamberlain declaration of war radio broadcast		
Purpose 1	Talk for Writing	Transcriptional fluency	Transcriptional fluency	FORMAL Inform	INFORMAL Entertain Narration with dialogue	FORMAL Inform	FORMAL Inform
Immersion	Quality texts Michael Rosen video Lived experience	Quality texts Video retelling the story	A local area walk	Extracts from quality text Videos informing people about the impact of plastic straws	Animation video Quality texts	Now Press Play Listening to the radio broadcast Empathising with different groups of society	Quality texts Informative videos Hot seating
To write...so that...	To retell the story in order.	To write dictated questions to show what Wangari was wondering when she returned Kenya. To write dictated sentences about Wangari Maathai's life and achievements.	To write dictated sentences about the human features of Bulwell and Nottingham. To write dictated sentences about the physical features of Bulwell and Nottingham.	To write a page for the Newsround Website so that the reader knows the impact plastic straws have on the oceans.	To write a narrative so that the reader is horrified by the events which happened in Pompeii.	To write a news script so that the reader is informed about Neville Chamberlain's declaration of war.	To write non-chronological report on 'the big three' Greek Gods so that the reader believes you are an expert.

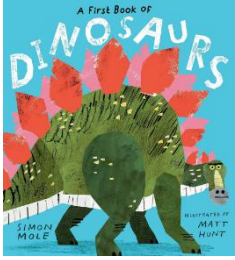
Purpose 2	Phonics application	Transcriptional fluency	Transcriptional fluency	FORMAL Persuade	FORMAL Inform (Non-chronological report)	INFORMAL Entertain	FORMAL Inform
Immersion	Quality texts Making maps Music experiences Performing the story	Science plant investigation	Quality text VR kit expedition Google Earth Videos about New Zealand	Extracts from quality text Videos informing people about the impact of plastic straws Motivational speech examples	Quality texts National Geographic Kids website	The Piano Literacy Shed (flashback and dialogue to advance the action) Narrative	Quality texts Informative videos Hot seating
To write...so that...	To write a simple sentence about the story.	To write dictated sentences about how I grew my own plant. To write dictated sentences about what a plant needs.	To write dictated sentences about the human features of New Zealand. To write dictated sentences about the physical features of New Zealand.	To write a motivational speech so that the reader is persuaded to use an alternative to plastic straws.	To write a non-chronological report so that the reader learns about volcanoes.	To write a narrative so that the reader empathises with events in the character's life.	To write a letter as Mr Boil so that Elliot Hooper's mum knows about his poor behaviour.
Spring 2	People who help us						
Focus Texts							 Titanium music video Skellig – mysterious setting description
Purpose 1	Phonics application	Transcriptional fluency	Transcriptional fluency	FORMAL Inform	FORMAL Inform	FORMAL Inform	INFORMAL Entertain (setting)
Immersion	Role play Visitors from the community	Quality text Now Press Play Drama around the events	Fable texts Video retelling Drama	Invent their own sea creature Quality text extracts	Now Press Play experience Experience acting out the steps to stay safe	Lived experience – visit from The Holocaust Centre The Journey app/ website	Titanium music video

		Images of the Great Fire of London Immersion linked the senses		Drama – encountering the animal			
To write...so that...	To write a simple sentence about what I want to be when I grow up.	To write dictated sentences about the events of the Great Fire of London. To write dictated sentences to describe the scenes during the Great Fire of London.	To write dictated sentences about the setting of the fable. To write dictated sentences about the moral of the fable.	To write an explanation text so that the reader knows how to look after my invented creature.	To write a set of instructions so that the reader knows how to stay safe in the event of an earthquake.	To write an explanation text so that the reader knows about the Kindertransport.	To write a description of the corridor setting so that the reader is horrified by the scene.
Purpose 2	Talk for writing	Transcriptional fluency	Transcriptional fluency	INFORMAL Inform	INFORMAL Persuade	FORMAL Persuade	INFORMAL Entertain (narrative)
Immersion	Quality text Drama	Quality text VR expedition to London Google Earth Images of London in the past and present	Fable texts Video retelling Drama	Quality text Drama – encountering the animal	DT project Poster adverts	Listening to other examples of persuasive speeches Experiencing different roles during the war	Titanium music video Drama linked to the emotions
To write...so that...	To perform a part of the story.	To write dictated sentences about London in the past. To write dictated sentences about London in the present day.	To write dictated sentences showing the character's thoughts. To write dictated sentences about the moral of the fable.	To write a blog so that the reader learns about the mysterious animal you have encountered.	To write a persuasive posters so that the reader wants to buy my safety light.	To write a formal speech so that the reader is persuaded to join the war effort.	To write a narrative so that the reader sympathises with the thoughts and feelings of the character.
Summer 1	Transport and journeys	Ahoy me hearties!	Crawl, wiggle and squirm	Egyptians Forces and magnets	Raid and invade Plants	Hello! Aloha! Atelaha!	Our changing planet (climate change)
Focus Texts					Battle Cry film clips (e.g. Boudicca, Braveheart) 	 	

						 	
Purpose 1	Phonics application	Year 1: Transcriptional fluency Year 2: INFORMAL Entertain	Year 1: Transcriptional fluency Year 2: INFORMAL Entertain	FORMAL Inform Instructions	FORMAL Persuade Battle Cry speech	FORMAL Inform (Nature documentary narration)	FORMAL Inform
Immersion	Junk modelling Role play Quality text	Pirate images Pirate dress up and drama	Quality texts Minibeast hunt Animal research lessons Nature documentary videos about the chosen animal	Drama – the mummification process	Speeches Battle drama	Nature documentary videos Quality non-fiction texts	Great videos Quality texts
To write...so that...	To write a simple sentence describing the Hundred Decker Bus.	Year 1: To write dictated sentences to describe a pirate image. To write dictated sentences about Grace O'Malley. Year 2: To write a description of a pirate so that the reader knows what they look like.	Year 1: To write dictated questions I would like to find out about a chosen animal. To write dictated sentences about a chosen animal. Year 2: To write a description of a chosen animal so that the reader is amazed.	To write a set of instructions so that the reader knows how to mummify a pharaoh.	To write a battle cry speech so that the reader wants to join you.	To write and perform a nature documentary narration so that the reader believes you are the expert.	
Purpose 2	Transcriptional fluency	Year 1: Transcriptional fluency	Year 1: Transcriptional fluency	INFORMAL Entertain Narrate	INFORMAL Inform	INFORMAL Entertain Diary entry	FORMAL Persuade

		Year 2: INFORMAL Entertain	Year 2: INFORMAL Entertain				
Immersion	Make paper boats Drama Circle time- PSED focus		Drama Animal clues immersion	 Afterlife video History work on the Ancient Egyptian gods	Battle reenactment	Quality texts Images Ice experience to find clues about Shackleton VR experience	Listening to speeches
To write...so that...	To write dictated sentences to describe how the penguin is feeling.	Year 1: To write dictated sentences to describe a pirate ship. To write dictated sentences about a journey on a pirate ship. Year 2: To write a setting description of a pirate ship so that the reader knows what it looks like.	Year 1: To write dictated sentences to form a poem about an animal. Year 2: To write a 'What am I?' poem so that the reader can guess which animal it is.	To write a narrative so that the reader is excited by the journey of the afterlife.	To write a blog so that the reader understands the key battle events.	To write a diary entry as Ernest Shackleton so that the reader empathises with the writer.	To write a persuasive speech so that the reader makes a change to help the planet.
Summer 2							
Summer 2 Year group specific + Text							
Focus Texts						Mexico information texts 	 

<p>Purpose 1</p>	<p>Phonics application</p>	<p>Year 1: Transcriptional fluency</p> <p>Year 2: INFORMAL Entertain</p>	<p>Year 1: Transcriptional fluency</p> <p>Year 2: INFORMAL Entertain</p>	<p>INFORMAL Persuade (advert)</p>	<p>FORMAL Inform</p>	<p>INFORMAL Persuade Review</p>	<p>FORMAL Discuss debate</p>
<p>Immersion</p>	<p>Blue Planet documentary (sea creatures) Make sea creatures</p>	<p>Quality text The Storm Whale video retelling Perform/retell the story orally</p>	<p>Quality texts Secret Agent immersion</p>	<p>History lessons on the afterlife and tombs Quality texts</p>	<p>Hot seating</p>	<p>Video clips Trip advisor website VR experience</p>	<p>VR kit experience Videos Quality texts</p>
<p>To write...so that...</p>	<p>To write a simple sentence about the sea creatures in their bucket.</p>	<p>Year 1: To write dictated sentences to describe a character from the story.</p> <p>To write dictated sentences to describe the storm.</p> <p>Year 2: To write a narrative about The Storm Whale so that the reader understands how the character feels.</p>	<p>Year 1: To write dictated questions to find out more information about Spyder's job.</p> <p>To write dictated sentences which form an urgent message that Spyder receives from Headquarters. (commands)</p> <p>Year 2: To retell the story of Spyder so that the reader is relieved that Spyder saves the party!</p>	<p>To write a persuasive advert so that the reader wants to buy a tomb from Tutankhamen's Tombs.</p>	<p>To write a biography so that the reader knows who Erik the Viking was.</p>	<p>To write a five star and a one star Trip Advisor review of a holiday in Mexico so that the reader is persuaded to visit or not visit.</p>	<p>To write a balanced argument so that the reader understands different points of view and can draw their own conclusion.</p>
<p>Focus texts</p>						<p>Quality texts – extracts from Jaws Film clips</p>	

Purpose 2							
	Transcriptional fluency	<p>Year 1: Transcriptional fluency</p> <p>Year 2: INFORMAL Entertain</p>	<p>Year 1: Transcriptional fluency</p> <p>Year 2: INFORMAL Entertain</p>	<p>FORMAL Inform (Science investigation recount)</p>	<p>FORMAL Inform</p>	<p>INFORMAL Entertain Narrative</p>	<p>INFORMAL Entertain</p>
Immersion	Plant Earth Documentary Perform poems Artwork	Quality text The Storm Whale video retelling Perform/retell the story orally	Quality texts Secret Agent immersion	Science investigation	Jewellery DT project	Film + Playscript	Film clips BBC videos Quality texts
	<p>...so that...</p> <p>To write dictated sentences about the animals and their babies.</p> <p>To write dictated sentences to describe a dinosaur.</p>	<p>Year 1: To write dictated sentences to retell The Storm Whale.</p> <p>To write dictated questions that the boy or the whale might be thinking.</p> <p>Year 2: To write an alternative ending for The Storm Whale so that the reader feels happy.</p>	<p>Year 1: To write dictated sentences to retell the story of Spyder.</p> <p>To write dictated sentences to describe what the Webster family did after they saw Spyder.</p> <p>Year 2: To continue the story of Spyder so that the reader knows what the Webster family did after they saw Spyder.</p>	<p>To write a recount so that the reader learns about the outcomes of my science investigation.</p>	<p>To write an explanation text so that the reader learns information about Anglo-Saxon jewellery</p>	<p>To write a dual narrative so that the reader is scared.</p>	<p>To write the opening scene of Macbeth so that the reader feels scared.</p>