LIGHTHOUSE
MULTI ACADEMY TRUST

St James Academy

St James Academy

Writing

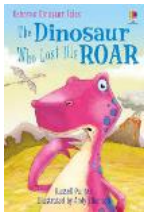
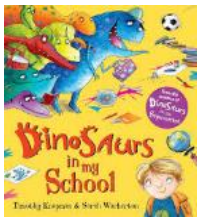
Long Term Plan

2026 - 2027



Year 1 - Autumn 1
Writing Long Term Plan

Topic 1: Dinosaur Planet

Book	Genre	Targets	Writing Outcomes
Dinosaurs in my School  The Dinosaur who Lost his Roar  	Fiction: Narrative Fiction: Narrative	• To sit correctly at a table, holding a pencil comfortably and correctly. • To form lower-case letters correctly, starting and finishing in the right place. • To say aloud what I am going to write before I begin. • To compose a sentence orally before writing it. • To compose and write simple sentences that communicate meaning clearly. • To sequence sentences to tell a short story. • To use capital letters and full stops to mark the beginning and end of a sentence. • To join words and ideas using and. • To identify and use common nouns and proper nouns accurately. • To use simple adjectives to describe characters and settings. • To re-read my writing to check that it makes sense.	Fiction Outcomes **Character Description:** Describe a dinosaur. **Setting Description:** Describe a dinosaur habitat. Non-Fiction Outcomes **Non-Chronological Report:** Information on a dinosaur.
Poetry Unit	Acrostic Poetry		

Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units

Year 1 – Autumn 2
Writing Long Term Plan

Topic 2: Weather Experts

Book	Genre	Targets	Writing Outcomes
After the Storm  Kate who Tamed the Wind  The Lonely Polar Bear  	Fiction – Narrative	• To write a short sequence of simple sentences that are linked together. • To sequence ideas and events in the correct order. • To use capital letters and full stops correctly in most sentences. • To use a capital letter for the personal pronoun I. • To join words and ideas using and. • To use simple adjectives to describe characters and settings. • To begin to use verbs accurately in my writing. • To spell many Year 1 common exception words correctly. • To re-read my writing to check it makes sense. • To read my writing aloud clearly to others.	Fiction Outcomes **Character Description:** Describe Percy the Park Keeper. **Setting Description:** Describe a stormy weather scene. **Narrative:** Retell of After the Storm. Non-Fiction Outcomes **Fact File:** Different types of weather. **Non-Chronological Report:** Weather around the world.
Poetry Unit	List Poetry		

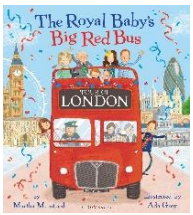
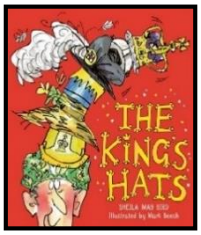
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units

Year 1 – Spring 1
Writing Long Term Plan

Topic 3: Bright Lights, Big City

Book	Genre	Targets	Writing Outcomes
Katie in London  The Royal Baby's Big Red Bus Tour of London  The King's Hat  	Fiction – Narrative	• To write a sequence of linked sentences for different purposes. • To write for different purposes. • To compose sentences orally before writing them. • To organise ideas in a logical order. • To describe characters and settings using simple adjectives. • To join words and ideas using and to extend sentences. • To use capital letters, full stops and the personal pronoun I accurately. • To use simple verbs and adjectives to make writing more interesting. • To spell many Year 1 common exception words correctly. • To re-read my writing and make simple improvements to words and sentences.	Fiction Outcomes **Narrative:** Retell of Katie in London. **Setting Description:** Describe a famous London landmark. Non-Fiction Outcomes **Postcard:** A visit to London. **Simple Explanation:** How to be a good King or Queen.

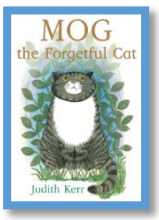
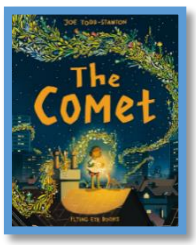
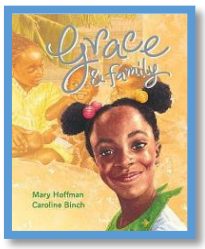
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units

Year 1 - Spring 2
Writing Long Term Plan

Topic 4: Where do I live?

Book	Genre	Targets	Writing Outcomes
Mog the Forgetful Cat  The Comet  Grace & Family  	Fiction - Narrative	• To write simple, coherent narratives with a clear beginning, middle and end. • To write for different purposes. • To sequence ideas and events in a logical order. • To orally rehearse sentences before writing them. • To describe characters using simple adjectives. • To begin choosing interesting vocabulary from our class texts to improve my writing. • To use capital letters, full stops and question marks correctly where appropriate. • To join ideas using and. • To spell many Year 1 common exception words correctly. • To re-read my writing and make simple improvements independently.	<u>Fiction Outcomes</u> **Character Description:** Describe Mog. **Narrative:** Retell of Mog the Forgetful Cat. **Narrative from another Perspective:** The Comet. <u>Non-Fiction Outcome</u> **Letter:** To a friend or family member
Poetry Unit	Performance Poetry		

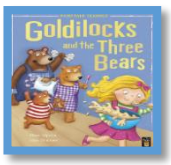
<u>Grammar, Punctuation and Spelling (GPS)</u>

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units

Year 1 – Summer 1
Writing Long Term Plan

Topic 5: Memory Box

Book	Genre	Targets	Writing Outcomes
The Gingerbread Man  Goldilocks and the Three Bears  The Three Little Pigs  Hansel and Gretel  	Traditional Tales	• To write simple, coherent narratives. • To write for different purposes. • To organise ideas into a logical order. • To describe characters and settings using carefully chosen vocabulary. • To join ideas using **and**. • To use capital letters, full stops and question marks correctly where appropriate. • To spell most Year 1 common exception words correctly. • To form letters correctly and consistently. • To re-read my writing and make simple improvements independently. • To read my writing aloud with confidence.	Fiction Outcomes **Narrative:** Retell of The Gingerbread Man **Character Description:** The Big Bad Wolf (The Three Little Pigs) **Setting Description:** The forest (Hansel and Gretel) **Narrative – Alternative Ending:** Goldilocks and the Three Bears (or The Three Little Pigs) Non-Fiction Outcome **Instructions:** How to build a strong house (The Three Little Pigs

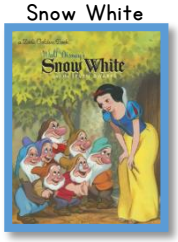
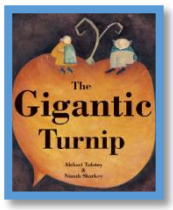
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units

Year 1 - Summer 2
Writing Long Term Plan

Topic 6: Street Detectives

Book	Genre	Targets	Writing Outcomes
Cinderella  Snow White  Little Red Riding Hood  The Gigantic Turnip 	Traditional Tales	• To write simple, coherent narratives about real and fictional events. • To write for different purposes and audiences. • To organise ideas and events independently in a logical sequence. • To describe characters and settings using carefully chosen vocabulary. • To join ideas using and to extend sentences. • To use capital letters, full stops and question marks correctly. • To spell most Year 1 common exception words correctly. • To form letters and digits correctly with consistent spacing. • To re-read, edit and improve my writing independently. • To read my writing aloud clearly and confidently.	Fiction Outcomes **Narrative:** Retell of Little Red Riding Hood. **Character Description:** Describe a fairy tale character (Snow White) **Diary Entry:** A day in the life of Cinderella. **Story Innovation:** Write your own version of The Gigantic Turnip Non-Fiction Outcome **Persuasive Letter:** Convince people to keep our local area litter free.
Poetry Unit	Free Verse		

Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units

Year 2 - Autumn 1
Writing Long Term Plan

Topic 1: Towers, Tunnels and Turrets

Book	Genre	Targets	Writing Outcomes
Jack and the Beanstalk  Rapunzel  	Fiction: Narrative	· To write a sequence of coherent sentences to tell a narrative. To write for different purposes. · To use capital letters and full stops correctly. · To use a capital letter for the personal pronoun I. - To organise ideas in a logical sequence. · To join ideas using coordination (and, but, or). - To describe characters and settings using expanded noun phrases. · To begin using subordination (when, if, that, because). To use sentence punctuation accurately in my writing. · To form lower-case letters correctly. To choose appropriate verbs and adjectives to make writing more precise. · To spell many Year 1 common exception words correctly. · To use simple adjectives to describe. - To proof-read my writing to check that it makes sense and improve vocabulary or punctuation where needed.	Fiction Outcome: **Narrative**: Retell of Jack and the Beanstalk Non-Fiction Outcome: **Instructions:** How to escape from a tower.
Poetry Unit	Repeating Patterns		

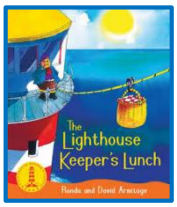
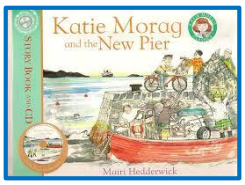
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units

Year 2 - Autumn 2
Writing Long Term Plan

Topic 2: Continents and Oceans

Book	Genre	Targets	Writing Outcomes
The Lighthouse Keeper's Lunch  Katie Morag: The New Pier  	Fiction: Narrative	• To write coherent narratives with a clear sequence of events. • To write for different audiences and purposes. • To organise ideas appropriately for different text types. • To sequence events clearly for the reader. • To use capital letters and full stops mostly correctly. • To use question marks when required. • To maintain a consistent tense throughout my writing. • To use expanded noun phrases to add detail. • To choose vocabulary that creates a clear picture for the reader. • To extend ideas using coordination (and, but, or) and appropriate subordination. • To read my writing aloud using expression and appropriate pace. • To make simple additions and corrections after re-reading.	Fiction Outcome: **Narrative:** Another adventure for the Lighthouse Keeper Non-Fiction Outcome: **Postcard** from the Isle of Struay
Poetry Unit	Shape Poetry		

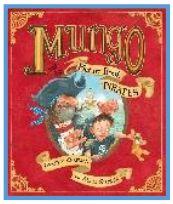
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 2 – Spring I
Writing Long Term Plan

Topic 3: Land Ahoy!

Book	Genre	Targets	Writing Outcomes
Mungo  How Pirates Really Work!  	Fiction: Adventure Non fiction	• To write effectively for different purposes and audiences. • To write coherent adventure narratives with a clear sequence of events. • To organise information clearly within an explanation text. • To maintain a consistent tense throughout my writing. • To extend ideas using coordination (and, but, or) and appropriate subordination (when, if, that, because). • To use expanded noun phrases to add detail and description. • To use command sentences appropriately within instructional and explanation writing. • To choose ambitious vocabulary appropriate to the audience and purpose. • To proof-read and edit my writing to improve vocabulary, punctuation and clarity. • To read my writing aloud using appropriate expression and pace.	Fiction Outcome: **Adventure Story:** A pirate's search for hidden treasure Non-Fiction Outcome: **Explanation Text:** How to become a successful pirate

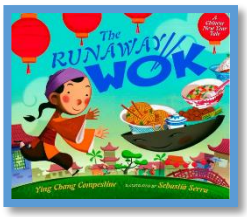
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 2 – Spring 2
Writing Long Term Plan

Topic 4: Let's go to China

Book	Genre	Targets	Writing Outcomes
The Magic Paintbrush  The Runaway Wok  	Fiction: Narrative Stories from different cultures	• To write effectively for different purposes and audiences. • To write coherent narratives from different characters' viewpoints. • To organise ideas clearly to support the purpose of my writing. • To use a range of sentence types appropriately, including statements, questions, commands and exclamations. • To maintain a consistent tense throughout my writing. • To use expanded noun phrases to strengthen description. • To choose persuasive language appropriate to the audience and purpose. • To use vocabulary that helps the reader understand characters, settings and events. • To proof-read and edit my writing to improve vocabulary, punctuation and clarity. • To read my writing aloud using appropriate expression and pace.	Fiction Outcome: **Narrative**: The Magic Paintbrush from another viewpoint Non-Fiction Outcome: **Persuasive Letter:** Convince the Emperor to return the runaway wok to Ming's family.
Poetry Unit	Performance Poetry		

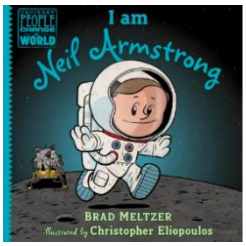
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 2 – Summer 1
Writing Long Term Plan

Topic 5: Famous for more than 5 minutes

Book	Genre	Targets	Writing Outcomes
Toys in Space  I am Neil Armstrong  	Fiction: adventure story	• To write coherent narratives and recounts for different purposes and audiences. • To organise ideas clearly within narratives and biographies. • To maintain a consistent tense throughout my writing. • To use expanded noun phrases to add precise detail and description. • To extend ideas using coordination and appropriate subordination. • To choose vocabulary appropriate to the audience and purpose. • To organise factual information clearly within a biography. • To proof-read and edit my writing to improve vocabulary, punctuation and clarity. • To read my writing aloud using appropriate expression and pace. • To write independently, applying the writing skills I have developed throughout Year 2.	Fiction Outcome: **Diary Entry:** A toy's experience in space Non-Fiction Outcome: **Biography:** Neil Armstrong
Poetry Unit	Diamante Poetry		

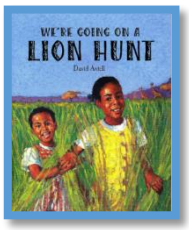
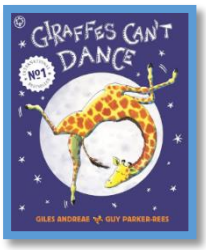
Spelling, Punctuation and Grammar (SPaG)

Punctuation and **grammar** are taught in line with the school's Easy Education Grammar Progression Map, supported by daily retrieval practice and weekly SPaG assessments. Pupils are expected to apply their punctuation and grammar knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map and is revisited through regular retrieval and applied across all writing units.

Year 2 – Summer 2
Writing Long Term Plan

Topic 6: Let's Go on Safari

Book	Genre	Targets	Writing Outcomes
We're Going on a Lion Hunt  Giraffes Can't Dance  	Fiction: adventure story	• To write effectively for different purposes and audiences. • To write coherent narratives and non-fiction texts independently. • To organise ideas clearly to suit the purpose and audience. • To use a range of sentence types appropriately, including statements, questions, commands and exclamations. • To maintain a consistent tense throughout my writing. • To choose vocabulary carefully to engage the reader. • To use expanded noun phrases and varied sentence structures to add detail and interest. • To proof-read and edit my writing to improve vocabulary, punctuation and clarity. • To read my writing aloud using appropriate expression and pace. • To write independently, confidently applying the writing skills I have developed throughout Year 2.	Fiction Outcome: **Narrative with dialogue**: We're Going on a Lion Hunt Non-Fiction Outcome: **Non-Chronological Report:** A safari animal
Poetry Unit	Free verse		

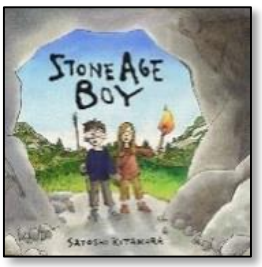
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units

Year 3 – Autumn I
Writing Long Term Plan

Topic I: Tribal Tales – The Stone Age

Book	Genre	Targets	Writing Outcomes
Stone Age Boy  	Fiction: Pre-Historic Picture Book	• To write effectively for a range of purposes and audiences. • To organise writing into clear paragraphs around a theme. • To develop a setting using descriptive vocabulary and sensory detail. • To create believable characters through actions, dialogue and description. • To organise ideas logically to build a coherent narrative. • To extend ideas using a range of coordinating and subordinating conjunctions. • To use expanded noun phrases to add precise detail and description. • To begin selecting adventurous vocabulary for effect. • To use a range of sentence structures to engage the reader. • To use capital letters, full stops, commas and apostrophes accurately. • To proof-read and edit writing to improve vocabulary, punctuation and clarity. • To read writing aloud using appropriate expression, pace and intonation.	Fiction Outcome **Setting Description:** A Stone Age settlement. Non-fiction Outcome **Non-Chronological Report:** Life in the Stone Age.
Poetry Unit	Kennings Poetry		

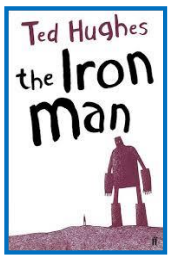
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 3 – Autumn 2
Writing Long Term Plan

Topic 2 – Mountains

Book	Genre	Targets	Writing Outcomes
The Iron Man  	Fiction: Adventure Story	• To write effectively for a range of purposes and audiences. • To organise writing into clear paragraphs around a theme. • To develop characters through thoughts, feelings, actions and dialogue. • To sequence ideas logically to create a coherent narrative. • To use fronted adverbials to organise events and ideas. • To use a range of coordinating and subordinating conjunctions to vary sentence structure. • To use expanded noun phrases and prepositional phrases to add precise detail. • To select ambitious vocabulary to create atmosphere and engage the reader. • To use direct speech accurately, punctuated with inverted commas. • To use pronouns effectively to avoid repetition and improve cohesion. • To proof-read and edit writing to improve vocabulary, punctuation and overall effectiveness. • To read writing aloud using expression, pace and intonation.	Fiction Outcome **Diary Entry:** Hogarth's thoughts after a key event. Non-fiction Outcome **Information Leaflet:** Everything you need to know about the Iron Man.
Poetry Unit	Quatrains Poetry		

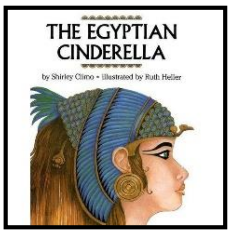
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 3 – Spring 1
Writing Long Term Plan

Topic 3: Pharaohs

Book	Genre	Targets	Writing Outcomes
The Egyptian Cinderella  	Fiction: a twist on a traditional tale	• To write effectively for a range of purposes and audiences. • To organise writing into clear paragraphs around a theme. • To develop characters through thoughts, feelings, motives and dialogue. • To write narratives from different viewpoints. • To use fronted adverbials to organise ideas and events. • To use a range of coordinating and subordinating conjunctions to extend ideas. • To use expanded noun phrases and prepositional phrases to add detail and description. • To choose ambitious vocabulary to create atmosphere and engage the reader. • To use headings and subheadings to organise non-fiction writing. • To use imperative verbs and adverbs appropriately when writing instructions. • To proof-read and edit writing to improve vocabulary, punctuation and clarity. • To read writing aloud with expression, fluency and appropriate pace.	Fiction Outcome **Narrative:** The Egyptian Cinderella from a different character's viewpoint. Non-fiction Outcome **Instructions:** How to mummify a pharaoh.

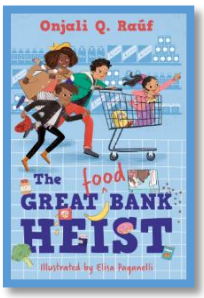
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 3 – Spring 2
Writing Long Term Plan

Topic 4: The Journey of Food

Book	Genre	Targets	Writing Outcomes
The Great Foodbank Heist 	Fiction: family, mystery & adventure	• To write effectively for a range of purposes and audiences. • To organise writing into clear paragraphs around a theme. • To write in role as a character, maintaining a consistent viewpoint. • To develop characters through thoughts, feelings, actions and dialogue. • To sequence events clearly using appropriate time adverbials. • To use fronted adverbials to organise ideas and events. • To use a range of coordinating and subordinating conjunctions to vary sentence structure. • To use expanded noun phrases and carefully chosen vocabulary to add detail and create atmosphere. • To use headings and subheadings to organise information in non-fiction writing. • To use the present and past tense consistently and accurately. • To proof-read and edit writing to improve vocabulary, punctuation and clarity. • To read writing aloud with expression, fluency and appropriate pace.	Fiction Outcome: **Diary entry** written by a character involved in the mystery. Non-Fiction Outcome **Newspaper report** about the food bank theft.
Poetry Unit	Performance Poetry		

Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 3 - Summer 1
Writing Long Term Plan

Topic 5: Victorians (Homes & Seaside)

Book	Genre	Targets	Writing Outcomes
Fantastic Mr Fox  	Fiction: narrative	• To write effectively for a range of purposes and audiences. • To organise writing into clear paragraphs around a theme. • To write from a particular viewpoint, maintaining a consistent voice. • To develop characters through thoughts, feelings, dialogue and actions. • To justify opinions using reasons and evidence from the text. • To use a range of coordinating and subordinating conjunctions to explain and extend ideas. • To use fronted adverbials to organise events and paragraphs. • To use expanded noun phrases and precise vocabulary to create atmosphere and engage the reader. • To use persuasive language appropriate to the audience and purpose. • To use organisational features such as paragraphs, headings or bullet points where appropriate. • To proof-read and edit writing independently to improve vocabulary, punctuation and clarity. • To read writing aloud using appropriate expression, pace and intonation.	Fiction Outcome **Retell:** Fantastic Mr Fox from a farmer's viewpoint Non-Fiction Outcome **Persuasive Letter:** Convince the farmers whether or not to continue hunting Mr Fox

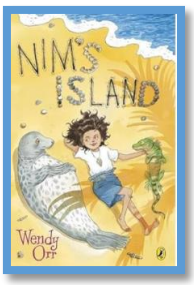
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 3 – Summer 2
Writing Long Term Plan

Topic 6: Location, Location, Location.

Book	Genre	Targets	Writing Outcomes
Nim's Island  	Fiction: narrative	• To write effectively for a range of purposes and audiences. • To organise writing into clear, well-structured paragraphs around a theme. • To create engaging settings using ambitious vocabulary and sensory description. • To build tension and atmosphere through carefully chosen vocabulary and sentence structure. • To develop characters through thoughts, feelings, actions and dialogue. • To use fronted adverbials to organise ideas and events. • To use a range of coordinating and subordinating conjunctions to extend and explain ideas. • To use expanded noun phrases and prepositional phrases to add precise detail. • To use persuasive language appropriate to the audience and purpose. • To use organisational features (headings, subheadings, bullet points and captions) where appropriate in non-fiction writing. • To proof-read and edit writing independently to improve vocabulary, punctuation and overall effectiveness. • To read writing aloud confidently using appropriate expression, pace and intonation.	Fiction Outcome **Adventure story**: A new challenge on Nim's Island. Non-Fiction Outcome **Travel Brochure:** encouraging visitors to explore Nim's Island
Poetry Unit	Free Verse		

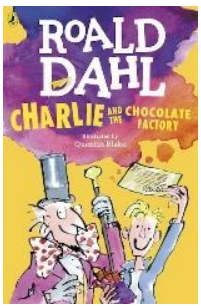
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 4 – Autumn 1
Writing Long Term Plan

Topic 1: The Mayas

Book	Genre	Targets	Writing Outcomes
Charlie and the Chocolate Factory  	Fiction: narrative	• To write effectively for a range of purposes and audiences. • To organise writing into clear paragraphs around a theme. • To create engaging settings using precise vocabulary and sensory detail. • To develop characters through dialogue, actions and description. • To proof-read and edit writing to improve vocabulary, grammar and punctuation independently. • To use fronted adverbials to organise ideas and create cohesion. • To use adverbials of time, place and manner to link ideas across sentences. • To use expanded noun phrases to add precise detail and description. • To use inverted commas accurately to punctuate direct speech. • To punctuate fronted adverbials with commas consistently. • To use pronouns and nouns effectively to maintain cohesion and avoid repetition. • To choose ambitious vocabulary to create atmosphere and engage the reader. • To spell words from the Year 3/4 statutory word list accurately.	Fiction Outcome: **Setting Description:** A new room in Wonka's Chocolate Factory Non-Fiction Outcome: **Newspaper Report:** Charlie finds the Golden Ticket
Poetry Unit	Haiku Poetry		

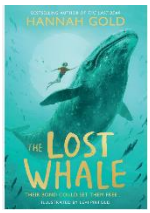
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 4 – Autumn 2
Writing Long Term Plan

Topic 2: Extreme Weather

Book	Genre	Targets	Writing Outcomes
The Lost Whale 	Fiction: Adventure	• To write effectively for a range of purposes and audiences. • To organise writing into well-structured paragraphs around a theme. • To write from a particular viewpoint to engage the reader. • To explain a character's thoughts, feelings and motives through action, dialogue and description. • To use prepositional phrases and expanded noun phrases to add precise detail. • To use a range of sentence structures to create interest and effect. • To use conjunctions and adverbials to link ideas within and across paragraphs. • To use fronted adverbials accurately, punctuated with commas. • To use headings and subheadings to organise non-fiction writing effectively. • To choose ambitious vocabulary appropriate to audience and purpose. • To edit and improve writing independently for clarity, cohesion and accuracy. • To spell Year 3 and 4 statutory words accurately.	Fiction Outcome: **Diary Entry:** Rio reflects on his journey with the whale. Non-Fiction Outcome: **Information Leaflet:** Protecting whales and marine life.
Poetry Unit	Cinquain Poetry		

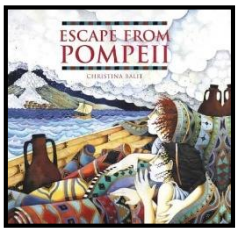
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 4 – Spring 1
Writing Long Term Plan

Topic 3: I am Warrior (Romans)

Book	Genre	Targets	Writing Outcomes
Escape from Pompeii  	Fiction: historical fiction	• To write for a range of purposes and audiences. • To organise writing into paragraphs around a theme. • To create setting, character and plot in narrative writing. • To sequence events clearly and build tension. • To use fronted adverbials to organise events and create cohesion. • To use adverbials of time to show the passing of events. • To use conjunctions to show cause and effect. • To use expanded noun phrases to create vivid descriptions. • To use prepositional phrases to add detail and precision. • To use headings and sub-headings to organise information. • To use technical vocabulary appropriate to the subject. • To edit and improve writing independently. • To spell words from the Year 3 and 4 statutory word list correctly	Fiction Outcome: **Historical Narrative:** A child's desperate escape from Pompeii during the eruption of Mount Vesuvius Non-Fiction Outcome: **Explanation Text:** How Roman roads were built.

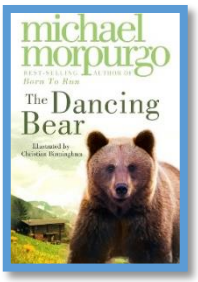
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 4 – Spring 2
Writing Long Term Plan

Topic 4: Earth Matters

Book	Genre	Targets	Writing Outcomes
The Dancing Bear 	Fiction: Adventure Story	• To write effectively for different purposes and audiences. • To organise writing into paragraphs around a theme. • To create character, setting and plot in narrative writing. • To build tension and suspense through vocabulary and sentence structure. • To use dialogue to develop character and advance the action. • To use inverted commas accurately for direct speech. • To use fronted adverbials to organise events and create cohesion. • To use adverbials and prepositional phrases to add detail and precision. • To use persuasive language to influence the reader or listener. • To justify opinions with reasons and evidence. • To use conjunctions to extend and explain ideas. • To edit and improve writing independently. • To spell words from the Year 3 and 4 statutory word list correctly.	Fiction Outcome: **Adventure Story:** A daring escape to freedom Non-Fiction Outcome: **Persuasive Speech:** Why endangered animals deserve our protection.
Poetry Unit	Performance Poetry		

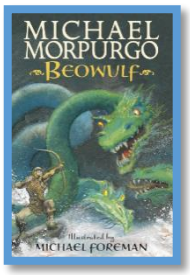
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 4 – Summer 1
Writing Long Term Plan

Topic 5: Traders and Raiders

Book	Genre	Targets	Writing Outcomes
Beowulf  	Fiction: fantasy adventure	• To write effectively for different purposes and audiences. • To organise writing into well-structured paragraphs around a theme. • To create effective settings, characters and plot in narrative writing. • To develop a character through actions, dialogue and description. • To use ambitious vocabulary to create atmosphere and impact. • To use fronted adverbials to organise ideas and events. • To use adverbials and prepositional phrases to add detail and cohesion. • To use expanded noun phrases to create precise descriptions. • To use headings and subheadings to organise information. • To use pronouns to avoid repetition and improve cohesion. • To use apostrophes accurately for singular and plural possession. • To edit and improve writing independently for clarity, vocabulary and punctuation. • To spell Year 3 and 4 statutory words accurately.	Fiction Outcome: **Fantasy Adventure:** Beowulf faces a new mythical beast. Non-Fiction Outcome: **Non-Chronological Report:** Life in an Anglo-Saxon village.
Poetry Unit	Simile/Metaphor		

Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 4 - Summer 2
Writing Long Term Plan

Topic 6: Modern Europe

Book	Genre	Targets	Writing Outcomes
Song of the River  	Fiction: fantasy adventure	• To write effectively for different purposes and audiences. • To organise writing into paragraphs around a theme. • To create settings, characters and plot in narrative writing. • To continue a narrative while maintaining characterisation and atmosphere. • To use a range of sentence structures for effect. • To use fronted adverbials and adverbial phrases to create cohesion across paragraphs. • To use precise vocabulary to create mood and atmosphere. • To use expanded noun phrases and prepositional phrases to add detail and precision. • To use pronouns and other cohesive devices to avoid repetition. • To organise factual information chronologically within a biography. • To use conjunctions to show cause, time and sequence. • To edit and improve writing independently. • To spell words from the Year 3 and 4 statutory word list correctly.	Fiction Outcome: **Adventure Story:** The next chapter of Cari's journey to protect the river. Non-Fiction Outcome: **Persuasive Leaflet**: Support beaver reintroduction in Britain.
Poetry Unit	Free Verse		

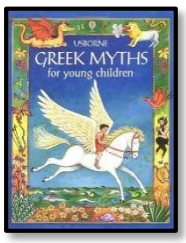
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 5 – Autumn 1
Writing Long Term Plan

Topic 1: Gods and Mortals

Book	Genre	Targets	Writing Outcomes
Greek Mythology  	Fiction: Myths and fables	• To write effectively for different purposes and audiences. • To organise writing into paragraphs around a theme. • To create characters, settings and plot in narrative writing. • To develop a mythical character through actions, dialogue and description. • To integrate dialogue to convey character and advance the action. • To use relative clauses to add detail and information. • To use fronted adverbials to organise ideas and create cohesion. • To use ambitious vocabulary appropriate to the style of myth writing. • To use headings and sub-headings to organise information. • To use technical and subject-specific vocabulary accurately. • To edit and improve writing independently. • To spell words from the Year 5 and 6 statutory word list correctly.	Fiction Outcome: **Myth:** The creation of a new Greek god or goddess Non-Fiction Outcome: **Non-Chronological Report**: A Greek god or goddess

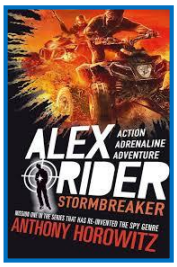
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 5 – Autumn 2
Writing Long Term Plan

Topic 2: The Journey of the River.

Book	Genre	Targets	Writing Outcomes
Stormbreaker  	Fiction: Spy Adventure	• To write effectively for different purposes and audiences. • To organise writing into paragraphs around a theme. • To create character, setting and plot in narrative writing. • To build suspense and tension through vocabulary and sentence structure. • To integrate dialogue to convey character and advance the action. • To use modal verbs to indicate degrees of possibility, certainty and obligation. • To use relative clauses to add detail and precision. • To use fronted adverbials to organise events and create cohesion. • To use a range of cohesive devices to link ideas across paragraphs. • To use imperative verbs and precise language in instructional writing. • To use organisational features such as headings, sub-headings and numbered steps. • To edit and improve writing independently. • To spell words from the Year 5 and 6 statutory word list correctly	Fiction Outcome: **Narrative:** A secret mission to stop a dangerous criminal. Non-Fiction Outcome: **Instructions:** How to operate a top-secret spy gadget
Poetry Unit	Figurative Language		

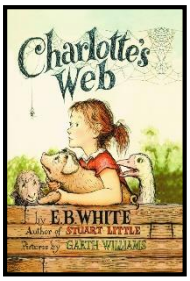
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 5 – Spring 1
Writing Long Term Plan

Topic 3: The Journey of the River.

Book	Genre	Targets	Writing Outcomes
Charlotte's Web  	Fiction: Classic Fiction	• To write effectively for different purposes and audiences. • To organise writing into paragraphs around a theme. • To write in role, maintaining a consistent viewpoint and voice. • To convey a character's thoughts, feelings and motivations. • To integrate dialogue to reveal character and advance the action. • To use modal verbs to express possibility, necessity and certainty. • To use relative clauses to add detail and precision. • To use a range of cohesive devices to link ideas across paragraphs. • To use persuasive language appropriate to audience and purpose. • To justify opinions using reasons and evidence. • To use formal language and tone in letter writing. • To edit and improve writing independently. • To spell words from the Year 5 and 6 statutory word list correctly.	Fiction Outcome: **Diary Entry:** Charlotte's thoughts after meeting Wilbur Non-Fiction Outcome: **Persuasive Letter:** Convince the farmer to spare Wilbur.

Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 5 – Spring 2
Writing Long Term Plan

Topic 4: Amazon Rainforest

Book	Genre	Targets	Writing Outcomes
The Rainforest Warrior 	Fiction – tale of a famous environmental activist.	• To write effectively for different purposes and audiences. • To organise writing into paragraphs around a theme. • To create character, setting and plot in narrative writing. • To create atmosphere through precise vocabulary and description. • To build tension and suspense through sentence structure and word choice. • To use relative clauses to add detail and information. • To use modal verbs to express possibility, certainty and obligation. • To use fronted adverbials and adverbial phrases to create cohesion across paragraphs. • To use parenthesis (brackets, dashes or commas) to add extra information. • To select vocabulary appropriate to audience and purpose. • To use persuasive techniques to influence the reader or listener. To justify opinions using evidence and examples. • To edit and improve writing independently. • To spell words from the Year 5 and 6 statutory word list correctly.	Fiction Outcome: **Narrative:** A mission to protect the rainforest. Non-Fiction Outcome: **Persuasive Speech:** Why the Amazon rainforest must be protected
Poetry Unit	Performance Poetry		

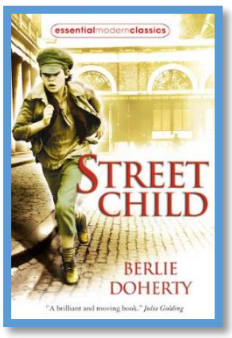
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 5 – Summer 1
Writing Long Term Plan

Topic 5: Where we live in Brownhills

Book	Genre	Targets	Writing Outcomes
Street Child  	Fiction: Historical Fiction	• To write effectively for different purposes and audiences. • To select vocabulary and grammatical structures appropriate to formal writing. • To organise writing into paragraphs around a theme. • To write from a particular viewpoint while maintaining a consistent tone. • To use formal language appropriate to a historical context. • To use modal verbs to express possibility, necessity and obligation. • To use relative clauses to add detail and precision. • To use parenthesis (brackets, dashes or commas) to add extra information. • To use cohesive devices to link ideas across paragraphs. • To use reported and direct speech appropriately within a newspaper report. • To use journalistic features including headlines, introductions and quotations. • To justify opinions using evidence from the text and historical context. • To edit and improve writing independently. • To spell words from the Year 5 and 6 statutory word list correctly.	Fiction Outcome: **Diary Entry:** Jim's first day in the workhouse. Non-Fiction Outcome: **Newspaper Report:** Shocking conditions inside a Victorian workhouse.

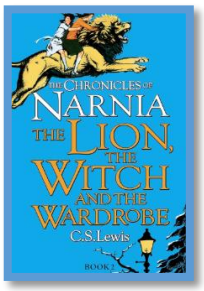
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 5 – Summer 2
Writing Long Term Plan

Topic 6: Made In North America

Book	Genre	Targets	Writing Outcomes
The Lion, the Witch and the Wardrobe. 	Fiction: Fantasy Narrative	• To write effectively for different purposes and audiences. • To organise writing into paragraphs around a theme. • To create character, setting and plot in narrative writing. • To create atmosphere through precise vocabulary and description. • To use dialogue to convey character and advance the action. • To use relative clauses to add detail and precision. • To use modal verbs to indicate degrees of possibility and certainty. • To use parenthesis (brackets, dashes or commas) to add extra information. • To use a range of cohesive devices to link ideas within and across paragraphs. • To select vocabulary and grammatical structures appropriate to audience and purpose. • To use organisational features to present information clearly and effectively. • To use persuasive language to encourage the reader to visit Narnia. • To edit and improve writing independently. • To spell words from the Year 5 and 6 statutory word list correctly.	Fiction Outcome: **Fantasy Adventure:** A doorway leads to a magical world. Non-fiction Outcome: **Visitor Guide:** Welcome to Narnia.
Poetry Unit	Free Verse		

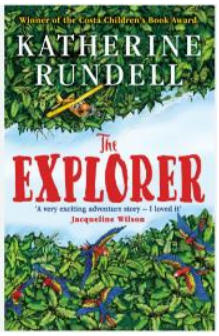
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 6 – Autumn 1
Writing Long Term Plan

Topic 1: Shang Dynasty

Book	Genre	Targets	Writing Outcomes
The Explorer  	Fiction: Adventure	• To write effectively for different purposes and audiences. • To maintain a consistent narrative viewpoint throughout the writing • To organise writing into paragraphs that build cohesion across the whole text. • To create atmosphere through precise vocabulary and description. • To integrate description and action to maintain pace and engage the reader • To describe settings using sensory language and figurative devices. • To convey thoughts, feelings and reactions through first-person narration. • To use cohesive devices to link ideas across paragraphs. • To use relative clauses to add detail and precision. • To use modal verbs to express possibility and uncertainty. • To use parenthesis (brackets, commas and dashes) to add additional information. • Select precise vocabulary and grammatical structures appropriate to audience, purpose and effect. • To vary sentence structures deliberately for pace and emphasis. • To edit and refine writing independently, evaluating vocabulary, grammar, cohesion and overall effectiveness • To spell words from the Year 5 and 6 statutory word list correctly.	Fiction Outcome: **Narrative:** The expedition enters the rainforest for the first time. Non-Fiction: **Survival Journal:** Surviving in the Amazon Rainforest.

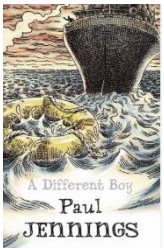
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 6 – Autumn 2
Writing Long Term Plan

Topic 2: Frozen Kingdom

Book	Genre	Targets	Writing Outcomes
A Different Boy  	Historical Fiction	• To write effectively for different purposes and audiences. • To organise writing into paragraphs that build cohesion across a whole text. • To develop character through actions, dialogue, thoughts and motives. • To write from a sustained viewpoint, maintaining voice throughout. • To integrate dialogue naturally to reveal character and move the narrative forward. • To use modal verbs to express possibility, certainty and obligation. • To select ambitious vocabulary appropriate to audience, purpose and historical context. • To select vocabulary and grammatical structures deliberately to suit audience, purpose and historical context. • To use formal language and tone within persuasive writing. • To justify opinions using evidence and explanation. • To use cohesive devices to link ideas across paragraphs. • To manipulate sentence structures deliberately to control pace, build tension and create emphasis • To use punctuation accurately to enhance meaning and clarity (including semi-colons, colons and dashes where appropriate). • To edit and improve writing independently, evaluating effectiveness against purpose and audience. • To spell words from the Year 5 and 6 statutory word list correctly.	Fiction Outcome: **Narrative:** A dangerous journey to a new home. Non-fiction Outcome: **Persuasive Letter:** Convince the orphanage director to improve conditions.
Poetry Unit	Classic Poetry		

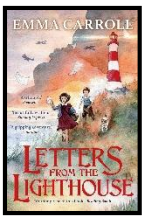
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 6 – Spring I
Writing Long Term Plan

Topic 3: A Child's War

Book	Genre	Targets	Writing Outcomes
Letters from the Lighthouse  	Fiction: adventure and mystery	• To write effectively for different purposes and audiences. • To organise writing chronologically and cohesively across a whole text. • To report events objectively using an appropriate journalistic style. • To integrate description, action and reflection to develop character and advance the narrative. • To use historical vocabulary and formal register appropriate to the period. • To use a range of cohesive devices to link ideas within and across paragraphs. • To manipulate sentence structures deliberately to vary pace, tension and emphasis. • To use relative clauses, parenthesis and varied punctuation (including semi-colons, colons and dashes) precisely for clarity and effect. • To select ambitious vocabulary that creates atmosphere and reflects audience and purpose. • To edit and improve writing independently, evaluating the effectiveness of vocabulary, grammar and structure. • To spell words from the Year 5 and 6 statutory word list accurately.	Fiction Outcome: **Diary Entry:** An evacuee's first week in the countryside Non-Fiction Outcome: **Newspaper Report:** Thousands of children evacuated from London.

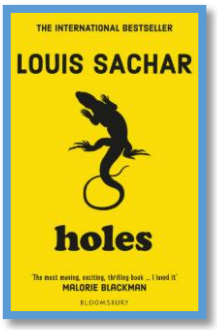
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 6 - Spring 2
Writing Long Term Plan

Topic 4: Tremors

Book	Genre	Targets	Writing Outcomes
Holes  	Adventure Fiction	• To write effectively for different purposes, audiences and forms. • To organise writing into logical sections and cohesive paragraphs. • To create character, setting and plot with precision and control. • To develop character through actions, dialogue, thoughts and implied motives. • To manipulate sentence structures deliberately to create tension, suspense and pace. • To maintain a consistent viewpoint and narrative voice throughout a piece. • To acknowledge and evaluate contrasting viewpoints before reaching a justified conclusion • To select ambitious vocabulary and grammatical structures appropriate to audience and purpose. • To use formal language appropriate to discussion, debate and balanced argument. • To justify opinions using well-chosen evidence, examples and explanation. • To use a range of cohesive devices to link ideas within and across paragraphs. • To use modal verbs to express possibility, certainty and obligation. • To use colons and semi-colons accurately to link related clauses. • To use hyphens and parenthesis accurately to improve precision and clarity. • To edit and redraft independently, evaluating the effectiveness of content, vocabulary, grammar and punctuation. • To spell words from the Year 5 and 6 statutory word list correctly.	Fiction Outcome: Challenge **Narrative:** A child attends a unique detention centre Non-Fiction Outcome: **Balanced Argument:** Should Stanley have been sent to Camp Green Lake?
Poetry Unit	Performance Poetry		

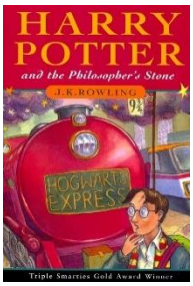
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 6 – Summer 1
Writing Long Term Plan

Topic 6: Coastlines

Book	Genre	Targets	Writing Outcomes
Harry Potter and the Philosopher's Stone  	Fiction: adventure and mystery	• To write effectively for different purposes, audiences and forms. • To organise writing into coherent paragraphs with purposeful cohesion across a whole text. • To adapt vocabulary, tone and level of formality appropriately for different audiences and purposes. • To create engaging characters, settings and plot through deliberate authorial choices. • To integrate dialogue naturally to reveal character and advance the narrative. • To maintain a consistent narrative viewpoint and voice. • To manipulate sentence structures deliberately to vary pace, tension and emphasis. • To use a wide range of punctuation accurately and purposefully, including semi-colons, colons, dashes, hyphens and parenthesis. • To use cohesive devices confidently to link ideas within and across paragraphs. • To use ambitious and subject-specific vocabulary precisely for audience and purpose. • To select grammatical structures that enhance clarity, formality and effect. • To organise information effectively using headings, sub-headings and other organisational devices where appropriate. • To edit, redraft and evaluate writing independently, improving vocabulary, grammar, cohesion and overall impact. • To spell words from the Year 5 and 6 statutory word list accurately.	Fiction Outcome: **Narrative:** A new pupil arrives at Hogwarts Non-Fiction Outcome: **Non-Chronological Report:** A guide to Hogwarts School of Witchcraft and Wizardry
Poetry Unit	Free Verse		

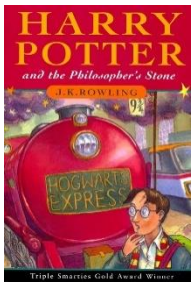
Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.

Year 6 – Summer 2
Writing Long Term Plan

Topic 6: Coastlines

Book	Genre	Targets	Writing Outcomes
Harry Potter and the Philosopher's Stone 	Fiction: adventure and mystery	• To write effectively for a range of purposes, audiences and forms. • To sustain an engaging narrative across an extended piece of writing. • To create atmosphere through precise vocabulary, imagery and carefully selected detail. • To manipulate sentence structures deliberately to control pace, tension and emphasis. • To integrate dialogue naturally to reveal character and advance the action. • To manipulate the reader's response through deliberate authorial choices. • To use a wide range of cohesive devices to ensure cohesion across an entire text. • To select ambitious vocabulary and grammatical structures appropriate to audience, purpose and formality. • To use direct and reported speech accurately and purposefully. • To organise and present information using the conventions of a newspaper report, including an effective headline, introductory paragraph, reported speech and quotations where appropriate. • To use punctuation confidently and accurately, including colons, semi-colons, dashes, hyphens and parenthesis. • To demonstrate control over tone, register and formality according to purpose and audience. • To evaluate, edit and redraft writing independently, improving both composition and technical accuracy. • To spell words from the Year 5 and 6 statutory word list accurately.	Fiction Outcome: **Narrative:** A magical object causes unexpected problems Non-Fiction Outcome: **Newspaper Report:** Chaos at Hogwarts
Poetry Unit	Free Verse		

Grammar, Punctuation and Spelling (GPS)

Grammar and punctuation are taught in line with the school's Grammar and Punctuation Long Term Overview and reinforced through daily retrieval practice using Easy Education Grammar. Pupils are expected to apply their grammar and punctuation knowledge across all writing units.

Spelling is taught in line with the school's Spelling Shed Progression Map, with regular opportunities for retrieval and application across all writing units.