






## Ridgeway Farm CE Academy – Long Term English Writing Overview

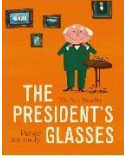



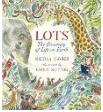
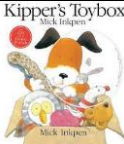



### EYFS Long Term Plan

	Texts				Outcomes	Supplementary Texts		
1	<b>Elmer</b> David McKee	<b>All Kinds of Families</b> Mary Ann Hoberman	<b>We're all Wonders</b> R.J Palacio	<b>We're Going on a Bear Hunt</b> Michael Rosen	<b>Peepo</b> Allan Ahlberg	Name writing Captions Labels	The Family Book Only One You Great Big Book of Families Starting School	Harry and the Dinosaurs go to School When I Was Young The World is Full of Babies My Body, Your Body
2	<b>Where the Poppy's Now Grow</b> Hilary Robinson		<b>Let's Celebrate – Special Days Around the World</b> Kate DePalma	<b>When's my Birthday?</b> Julie Fogliano	Name writing Captions Labels, Cards Wish lists	The Snowman Father Christmas Comes up Trumps Father Christmas Needs a Wee Night Before Christmas How Many Sleeps 'Til Christmas	Mog's Christmas Norman the Slug Who Saved Christmas Polar Express Stick Man Jolly Christmas Postman	
3	<b>When I Grow Up</b> Al Yankovic		<b>What Do People Do All Day?</b> Richard Scarry	<b>Words and Your Heart</b> Kate Jane Neil	Captions Labels CVC words Letters	Emergency! Wash Scrub Brush Ten Little Superheroes	Superbat Supertato Superkid Supermum	
4	<b>The Enormous Turnip</b> (main text) Irene Yates		<b>The Very Hungry Caterpillar</b> Eric Carle	<b>Poles Apart</b> Jeanne Willis	CVC/CVCC words Simple stories Recipe Recount	At the Same Moment Around the World Here We Are Mad About Mini-beasts Flip Flap Farm Farm Animals	We're Roaming in the Rainforest Above and Below Superworm Out there somewhere it's time to... Meerkat Mail Grandpas Garden Katie and the Sunflowers	
5	<b>Look UP!</b> Nathan Bryon		<b>Whatever Next</b> (main text) Jill Murphy		CVC/CVCC words Simple stories , Lists Weather report	Man on the moon Aliens Love Underpants Beegu	Look Up! The Way Back Home How to Catch a Star	
6	<b>Greta and the Giants</b> Zoe Tucker		<b>Who Swallowed Stanley</b> (main text) Sarah Roberts		CVC/CVCC words Simple stories Letters, Posters	The Journey Home 10 things I can do to help my world	Amazing Animal Journeys George Saves the World by Lunchtime My First Heroes – Eco Warriors	

EYFS Poetry

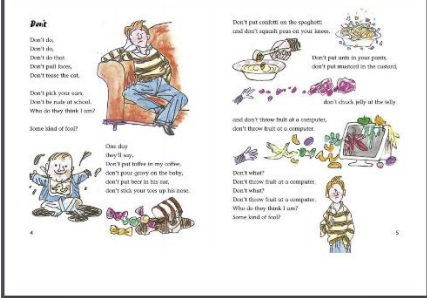
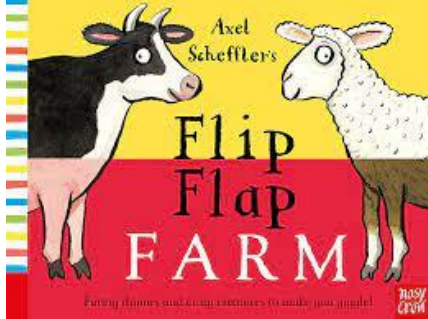
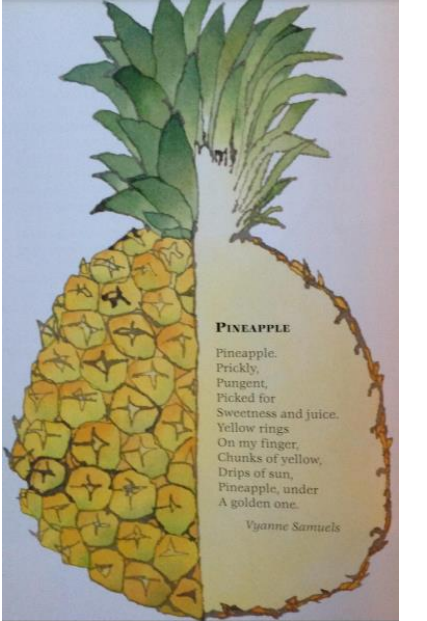
Focus Poet	Poetry to Read and Perform	
Shirley Hughes	Term 1	Term 5
	<p data-bbox="674 316 943 341">Dingle Dangle Scarecrow</p> <div data-bbox="680 352 1070 932" style="border: 2px solid green; padding: 10px;"> <p data-bbox="752 371 999 453" style="text-align: center;"><b>Dingle Dangle Scarecrow</b></p> <p data-bbox="696 470 936 560">When all the cows were sleeping And the sun had gone to bed Up jumped the scarecrow And this is what he said..</p>  <p data-bbox="696 584 925 673"><i>"I'm a dingle dangle scarecrow With a floppy floppy hat. I can shake my hands like this And shake my feet like that."</i></p>  <p data-bbox="696 699 936 788">When all the hens were roosting And the moon behind a cloud Up jumped the scarecrow And shouted very loud...</p>  <p data-bbox="696 812 949 901">When the dogs were in the kennel And the doves were in the loft Up jumped the scarecrow and Whispered very soft...</p>  <p data-bbox="808 911 943 922" style="font-size: small;">© Copyright 2011, www.sparkletax.co.uk</p> </div>	<p data-bbox="1346 316 1525 341">Zim, Zam, Zoom</p> 

**Ridgeway Farm CE Academy – Long Term English Writing Overview**
**Year 1 Long Term Plan**


		<b>Text</b>	<b>Narrative outcome</b>	<b>Non-Fiction outcome</b>	<b>Supplementary Texts</b>	<b>Curriculum Writing</b>	<b>Grammar Progression</b>	<b>Fiction Progression</b>	<b>Non-Fiction Progression</b>
1		<b>President's Glasses</b> Peter Donnelly	<b>Innovation</b> Teacher has lost glasses – where in school does the pigeon go?	<b>Writing to Inform: Recount</b> Postcards from President to others	<b>Maps from Anna to Zane</b> Vivian French		Use full stops and capital letters to demarcate sentences  Use capital letters for proper nouns	Imitate simple recurring language from known stories (e.g. <i>He huffed and he puffed.</i> )	simple past tense  chronological order  first person
2		<b>Lubna and Pebble</b> Wendy Meddour	<b>Alternative ending</b> What other idea does Lubna have to help Amir?	<b>Writing to Inform: Letters</b> Thank you letter from Amir to Lubna	 <b>Dear Greenpeace</b> Simon James	Post card writing  Recount	Join ideas using <b>and</b>  Use personal pronouns e.g. <i>I, he, she, they, we</i>		Simple present tense
3		<b>Pip and Egg</b> David Litchfield	<b>New pages</b> Pip's story (while Egg is away)	<b>Writing to Explain: Instructions</b> How to capture Egg?	 <b>Lots</b> Nicola Davies	Letter  Diary	Join main clauses using <b>and</b>  Write sequences of linked sentences to form short texts	Series of linked sentences  Imitation of known stories  Clear opening and closing sentence	
4		<b>Kippers Toybox</b> Mick Inkpen	<b>Alternative version</b> Change the problem with the toy box	<b>Writing to Inform: Information Texts</b> Writing about our own toy		Poster - description	Introduce question and exclamation marks	Use the power of 3 with <b>and</b> (e.g. <i>He walked and he walked and he walked.</i> )	Simple present tense  Third person
5		<b>The Secret Sky Garden</b> Linda Sarah	<b>New Setting</b> New place for Funni & Zoo to improve	<b>Writing to Argue: Persuasion</b> Invitations to the opening of their wonder – using supplementary text	 <b>The Wonder</b> Faye Hanson	Instructions	Use adjectives to describe nouns (orally and in modelled writing)	Say where the story is taking place  Make simple statements about the setting	simple present tense  second person ( <i>you</i> )  simple descriptive language  captions or pictures where appropriate
6		<b>The See Saw</b> Tom Percival	<b>New Plot</b> Teddy's story	<b>Writing to Inform: Recounts</b> Recount of trip		Recount	Model the use of adverbs orally e.g. <i>He was a <b>very</b> hungry caterpillar.</i>  Model the use of <b>because</b> orally  Generally accurate use of the simple present and past tense	Include characters in narrative writing, drawing from shared reading  Use simple descriptions  Use familiar narrative phrases (e.g. <i>many years ago</i> ) including typical phrases for openings (e.g. <i>once upon a time</i> )	simple past tense  chronological order  first person

Ridgeway Farm CE Academy – Long Term English Writing Overview

Year 1 Poetry

Focus Poet	Poetry to Read and Perform	Poetry to Write	
Michael Rosen	Don't – Michael Rosen	Term 2	Term 6
	There Was an Old Lady Who Swallowed a Fly	Rhyming Poem ( <i>Flip Flap Farm</i> )	List Poem ( <i>Pineapple – Vyanne Samuel</i> )
	 <p><b>There Was an Old Lady Who Swallowed a Fly</b></p> <p>There was an old lady who swallowed a fly, I don't know why she swallowed a fly - perhaps she'll die!</p> <p>There was an old lady who swallowed a spider, That wriggled and wiggled and tickled inside her. She swallowed the spider to catch the fly, I don't know why she swallowed a fly - perhaps she'll die!</p> <p>There was an old lady who swallowed a bird, How absurd to swallow a bird. She swallowed the bird to catch the spider, She swallowed the spider to catch the fly, I don't know why she swallowed a fly - perhaps she'll die!</p> <p>There was an old lady who swallowed a cat, Fancy that to swallow a cat. She swallowed the cat to catch the bird, She swallowed the bird to catch the spider, She swallowed the spider to catch the fly, I don't know why she swallowed a fly - perhaps she'll die!</p>		 <p><b>PINEAPPLE</b></p> <p>Pineapple. Prickly. Pungent. Picked for Sweetness and juice. Yellow rings On my finger. Chunks of yellow, Drips of sun, Pineapple, under A golden one.</p> <p>Vyanne Samuels</p>





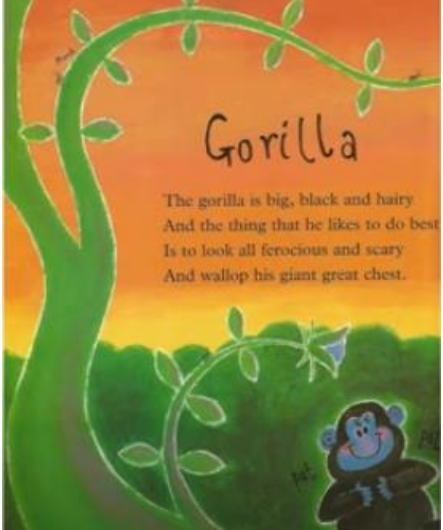
**Ridgeway Farm CE Academy – Long Term English Writing Overview**
**Year 2 Long Term Plan**

		<b>Text</b>	<b>Narrative outcome</b>	<b>Non-Fiction outcome</b>	<b>Supplementary Texts</b>	<b>Curriculum Writing</b>	<b>Grammar Progression</b>	<b>Fiction Progression</b>	<b>Non-Fiction Progression</b>
1		<b>The Last Tree</b> Emily Haworth-Booth	<b>Sequel</b> What happens when the community come together?	<b>Writing to Inform: Letters</b> Letter from the children to the adults saying why the last tree is important	 <b>Dragon Post</b> Emma Yarlett	Geography Simple description of Swindon/ guide to the town	Introduce the terms adjective and adverb Use adverbs to express manner e.g. quietly, quickly, sadly	Write endings that resolve the problem and conclude the story	clear viewpoint opening that sums up the main point strong, positive words and phrases
2		<b>Little Red and the Very Hungry Lion</b> Alex T Smith	<b>Alternative Version</b> Little Red and the...	<b>Writing to Argue: Persuasion</b> Wanted poster for the lion		Letter	Understand that a sentence contains a subject and a verb and expresses one idea  Accurate sentence demarcation, including question and exclamation marks	Describe characters' appearance and personalities Use noun phrases to describe physical appearance	clear viewpoint opening that sums up the main point strong, positive words and phrases
3		<b>Leaf</b> Sandra Diechmann	<b>Alternative viewpoint</b> The Polar Bear's Story	<b>Writing to Inform: Reports</b> NCR about polar bears	 <b>The Polar Bear</b> Jenni Desmond	WANTED poster for help	Join main clauses using but, or, so  Use simple subordinating conjunctions e.g. because, if, when	Choose verbs carefully to reflect the way characters act Write narratives with a clear main character Use 'stock' characters from shared reading	Simple and progressive present/past tense brief Introduction sub headings pictures subject specific vocabulary
4		<b>Lila and the Secret of the Rain</b> Davis Conway	<b>Alternative Page:</b> Writing their own version of the saddest story to tell the sun	<b>Writing to Inform: Recount</b> Lila's diary before and after the rain	 <b>Diary of a Worm</b> Doreen Cronin	Geography Postcard from Kenya RE Explain how they celebrate Christmas	Identify and use statements, orders, questions and exclamations	Describe key elements of the place Describe what can be seen Use noun phrases to support description	opening that sets the scene adverbs for time 5Ws: Who? What? Why? When? Where? expanded noun phrases to add interest simple closing statement
5		<b>The Tin Forest</b> Helen Ward  <b>Treasure (Literacy Shed)</b>	<b>Film</b> Treasure Re-write the story to the film	<b>Writing to Argue: persuasive letters</b> Letter from the old man persuading people to recycle	 <b>The Dav The Crayons Quit</b> Oliver Jeffers	Letter	Introduce the term noun phrase  Expand before the noun using adjectives e.g. a huge dragon; a huge, scary dragon	Describe key elements of the place Describe what can be seen Use noun phrases to support description	clear viewpoint opening that sums up the main point strong, positive words and phrases
6		<b>Tom's Magnificent Machine</b> Linda Sarah  <b>Taking Flight</b> Short film	<b>Alternative ending</b> Creating a sailing museum	<b>Writing to Explain: Instructions</b> How their own invention would work?	 <b>Rosie Revere's Big Project Book for Bold Engineers</b> Andrea Beatty	Persuasive letter to take on a new invention  Recount Sevington	Use personal pronouns e.g. I, he, she, they, we, us, you, me, them, it Use apostrophes for singular possession and contraction <u>This will need a model text created to include these.</u>	Plan and write stories with a simple beginning, middle and end	chronological order equipment or material list (if appropriate) organisation using bullet points/ numbers imperative verbs final evaluative statement



## Ridgeway Farm CE Academy – Long Term English Writing Overview

### Year 2 Poetry


Focus Poet	Poetry to Read and Perform	Poetry to Write	
		Term 5	Term 6
Julia Donaldson	Hands – Julia Donaldson		
	I'm Walking with my Iguana – Brian Moses	Shape/Concrete Poem	Quatrain (ABAB) <i>(Rumble in the Jungle (book) Giles Andreae &amp; David Wojtowycz – Gorilla)</i>
	<p>One, two, What can you do?</p> <p>We can...</p> <p>Stroke a cat, Put on a hat,</p> <p>Shake your hand, Dig in the sand.</p> <p>Drive a car, Play the guitar,</p> <p>Scrub the floor, Knock on the door,</p> <p>Turn a screw, Tie up a shoe,</p> <p>Toot the flute, Pull off a boot,</p> <p>Brush your hair, Cuddle a bear,</p> <p>Wave goodnight And switch out the light.</p> <p style="text-align: right;"><i>Julia Donaldson</i></p> 	 <p style="text-align: center;">Rainbow.</p>  	

## Ridgeway Farm CE Academy – Long Term English Writing Overview

### Year 3 Long Term Plan

		Text	Narrative outcome	Non-Fiction outcome	Supplementary Texts	Curriculum Writing	Grammar Progression	Fiction Progression	Non-Fiction Progression
1		<b>The Barnabus Project</b> The Fan Brothers  <b>Toys Story film</b>	<b>Sequel</b> Barnabus & the others go back to rescue the perfect pets	<b>Writing to Inform: Recount</b> Diaries in role as Barnabus and The Green Suits	<b>Toy story film</b>	Create a poster for why you would want to live in Swindon/Purton.	Simple paragraphs • Conjunctions, adverbs & prepositions for time, place and cause • Perfect verb forms	Describe characters' thoughts and feelings • Use adverbs in speech to reflect how characters are feeling • Write narratives with a clear protagonist and antagonist	First or third person (as required) • adverbs and conjunctions for time • topic sentences and signposts to guide the reader
2		<b>The Secret of Black Rock</b> Joe Todd Stanton	<b>New plot:</b> Write the legend of Black Rock	<b>Writing to Argue:</b> Design a leaflet	<b>Range of leaflets</b>	Write a set of instructions to explain how to make your own fossil	Simple and progressive verb forms • Co-ordinating and subordinating conjunctions • Expanded noun phrases to add interest and detail • Simple paragraphs • Conjunctions, adverbs & prepositions for time, place and cause • Perfect verb forms	Describe the time and place • Describe what can be heard and felt • Describe characters' physical reactions to the setting • Use prepositional phrases to establish a clear picture of a setting	effective layout e.g. title/heading, captions, illustrations, photos • direct address to the reader • closing statement that reinforces the argument • use of devices such as alliteration, slogans and power of three • adverbs and conjunctions for cause e.g. because, so, which, otherwise, so that
3		<b>Mrs Noah's Pockets</b> Jackie Morris	<b>New story (sequel)</b> Mrs Noah's garden	<b>Writing to Inform: Reports</b> NCR about the animals on the ark	<b>Saving Species</b> Jess French 	Explanation text – how are volcanoes formed?	Simple paragraphs • Conjunctions, adverbs & prepositions for time, place and cause • Perfect verb forms	Introduce the concept of stories needing a problem/conflict • Introduce the story arc: setting the scene, problem, rising action, climax, falling action, resolution • Plan and write stories using the story arc	present/past perfect • introduction • summary • chronological order if needed • technical vocabulary • glossary
4		<b>Sulwe</b> Lupita Nyong'o	<b>Innovation:</b> Write the fable of Night and Day	<b>Writing to Argue: Letters</b> Using supplementary text, write a letter current issue within world.	<b>Letters of Peace</b> Jill Morell 	Recount of our trip to the Corinium museum	Simple paragraphs • Conjunctions, adverbs & prepositions for time, place and cause • Perfect verb forms	Use the power of 3 with verbs and with prepositional phrases Use noun phrases with adverbs and adjectives • Refine adjective choices in noun phrases to support meaning and avoid repetition • Use precise adjectives • Develop figurative devices: similes	effective layout e.g. title/heading, captions, illustrations, photos • direct address to the reader • closing statement that reinforces the argument • use of devices such as alliteration, slogans and power of three • adverbs and conjunctions for cause e.g. because, so, which, otherwise, so that
5		<b>Leon and the Place Between</b> Angela McAllister	<b>New chapter</b> Re-write the middle of the story with Leon meeting someone else	<b>Writing to Explain: Instructions</b> Using Presto, write instructions to perform a magic trick.	<b>Presto!</b> Film 	Healthy eating leaflet (to inform)	<b>Simple paragraphs • Conjunctions, adverbs &amp; prepositions for time, place and cause • Perfect verb forms</b>	Describe the time and place • Describe what can be heard and felt • Describe characters' physical reactions to the setting • Use prepositional phrases to establish a clear picture of a setting	conjunctions and adverbs for time e.g. firstly, next, then, after • adverbs for manner e.g. carefully, quickly • diagrams or illustrations • subject-specific vocabulary • clear and concise
6		<b>Arthur and the Golden Rope</b> Joe Todd Stanton	<b>Alternative version</b> Different trials for Arthur to overcome	<b>Writing to Inform: Letters</b> Letter from the King to Arthur and reply from Arthur to the King		NCR about the Anglo-Saxons	Simple paragraphs • Conjunctions, adverbs & prepositions for time, place and cause • Perfect verb forms	Use direct speech followed by the reporting clause • Use dialogue to reflect characters' personality • Vary verb choices within the reported clause • Use adverbs after the reporting clause to reflect the character	first or third person (as required) • adverbs and conjunctions for time • topic sentences and signposts to guide the reader

**Ridgeway Farm CE Academy – Long Term English Writing Overview**
**Year 3 Poetry**

Focus Poet	Poetry to Read and Perform	Poetry to Write	
Roald Dahl	The Dentist and the Crocodile – Roald Dahl	Term 2	Term 6
	The Sound Collector – Roger Mc Gough	Acrostic	
	Life doesn't Frighten me at all – Mya Angelou	<p style="text-align: center;"><b><u>POPPY</u></b></p> <p><b>P</b>oppy so red  <b>O</b>h how you tell of  <b>P</b>eople who fought and  <b>P</b>eople who fell  <b>Y</b>ou will never let us forget them</p> <div style="text-align: center;">  <p><small>©Sara Fox</small></p> </div>	<p>Similie Poem  <i>(My Family by Stacy Zeiger)</i></p> <p><b>My Family</b></p> <p>My mom is like a fire.          She's always warm, but sometimes she gets too hot.</p> <p>My brother is like a tornado.          He always moves fast and spreads destruction wherever          he goes.</p> <p>My sister is like a snowstorm.          She's pretty to look at and icy at times, but with a little          sunshine, that iciness melts.</p> <p>Together we are like a partly cloudy day.          We have our moments of darkness and gloom, but the          sun always peeks through.</p>



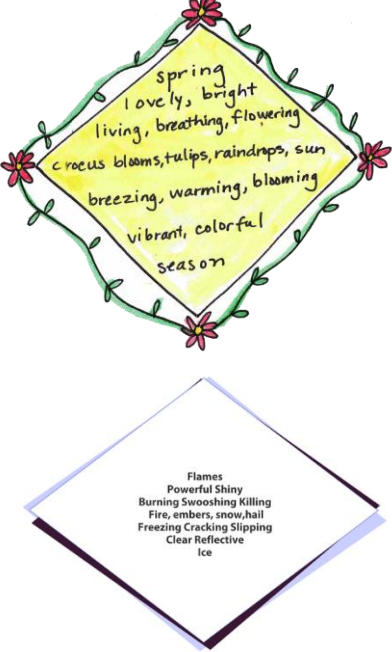
## Ridgeway Farm CE Academy – Long Term English Writing Overview

### Year 4 Long Term Plan

		Text	Narrative outcome	Non-Fiction outcome	Supplementary Texts	Curriculum Writing	Grammar Progression	Fiction Progression	Non-Fiction Progression
1		<b>Winter's Child</b> Angela McAllister	<b>Prequel</b> How the Winter's Child became	<b>Writing to Argue: Persuasion</b> Travel brochure	 <b>Odd and The Frost Giants</b> Neil Gaiman	Geography -Travel brochure for polar biomes  Geography – leaflets (link to Year 3)	Expand after the noun using prepositional phrases e.g. a really scary dragon in the heart of the cave  Use apostrophes for plural possession	Noun phrases Paragraphs around a theme Fronted adverbials expanded with prepositional phrases to add interest and detail	Effective ordering of main points Elaboration/evidence/ examples for each key point Repetition for effect Rhetorical questions emotive or boastful language Logical connectives e.g. therefore, as a result, in conclusion Adverbs for quantity e.g. many, few, some, every and frequency e.g. often, always, rarely
2		<b>Last: The Story Of A White Rhino</b> Nicola Davies	<b>Re-telling</b> Write the last rhino's story	<b>Writing to Explain: Instructions</b> How to save the forest using Greta and the Giants	 <b>Greta and the Giants</b> Zoe Tucker	Recount of trip (link to year 3 learning) Instructions – how to look after our environment for animals RE – writing to explain what it means to be Hindu in Britain today.	Use fronted adverbials for time, manner and place e.g. before long; on the horizon; without hesitating  Use commas after fronted adverbials	Expand the rising and falling action sections of the story arc to provide detail Experiment with different ways to start and end stories Link the ending to the opening where appropriate	Direct appeal to the reader for example through warnings, Don't add more glue...; additional advice, If it doesn't stick...; suggestions, You could improve it by...; persuasion, You're bound to love the result...; encouragement, Only one step left... Rhetorical questions
3		<b>Hope, The Boat</b> Film	<b>Film</b> Write the story of the film	<b>Writing to Inform: Recount</b> Series of letters from Hope to the boy	 <b>Rhythm Of The Rain</b> Graeme Baker Smith	Instructions – design technology: Adapting a recipe	Introduce commas to mark subordinate clauses Consolidate and extend the range of subordinating conjunctions e.g. although, since, even though, though Identify and use main and subordinate clauses	Conjunctions, adverbs & prepositions for time, place and cause Use the power of 3 with adverbial phrases Develop figurative devices: hyperbole and personification	Inclusion of additional information to amuse, interest or inform the reader Inclusion of quotes
4		<b>Gulliver's Travels</b> Johnathon Swift	<b>Innovation</b> Create own version of the Gulliver Travel story – going to Ancient Egypt	<b>Writing to Inform: Recount</b> Writing a diary entry in role		History - Travel brochure – Egypt History – Character description of significant people in Egyptian times RE – explain Good Friday History – Recount of trip and workshop	Correct use of all speech punctuation  Identify and use main and subordinate clauses  Start to write sentences moving the subordinate clause (start/end of the sentence)	Use the reporting clause before or after direct speech Use dialogue to show the relationships between characters Make sure all speech has a purpose Reflect characters through what they say and how they say it.	Inclusion of additional information to amuse, interest or inform the reader Inclusion of quotes
5		<b>The Wolves in the Wall</b> Neil Gaiman	<b>Sequel</b> Elephants come out of the walls	<b>Writing to Argue: Persuasion (Formal)</b> Letter to the wolves telling them to go	 <b>Dear Mrs. LaBue: Letters from Obedience School</b> Mark Teague	Science - Writing to explain how we hear sound. Science - Instructions – how to make string telephones/waves in water.	Use possessive pronouns e.g. mine, ours, yours his, hers, theirs  Use nouns and pronouns to aid cohesion across the text	Range of verb forms Noun phrases Paragraphs around a theme Use noun phrases with post --modification to add descriptive detail Use fronted adverbials for manner to describe characters' actions	Effective ordering of main points Elaboration/evidence/ examples for each key point Repetition for effect Rhetorical questions emotive or boastful language Logical connectives e.g. therefore, as a result, in conclusion Adverbs for quantity e.g. many, few, some, every and frequency e.g. often, always, rarely
6		<b>Stig Of The Dump</b> Clive King	<b>Alternative viewpoint</b> Barney and Stig's first meeting from Stig's point of view	<b>Writing to Inform: News Report</b> News bulletin about the discovery of Stig and his cave.	<b>First News The Children's Newspaper</b>	DT – instructions how to make torches History – diary entry as if the children were a villager in the stone age or iron age. History – fact file	Consolidate the use of a range of verb forms (simple, progressive, perfect)  Introduce non-finite verbs	Describe characters' actions and mannerisms Range of verb forms Conjunctions, adverbs & prepositions for time, place and cause Range of sentence types	Adverbs for quantity e.g. many, few, some, every adverbs for frequency e.g. often, always, rarely logical structure, moving from the generic to the more specific. Rhetorical questions to engage the reader

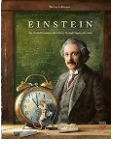





## Ridgeway Farm CE Academy – Long Term English Writing Overview

### Year 4 Poetry

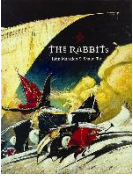
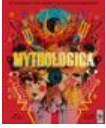
Focus Poet	Poetry to Read and Perform	Poetry to Write	
Allan Ahlberg	Allan Ahlberg – Please Mrs Butler	Term 2	Term 6
	Today, I feel – Gervais Phinn	Haiku Poem ( <i>Seaview Haiku</i> )	Diamante
	The Trouble with My Brother – Brian Patten	<p><b>Seaview Haiku</b></p> <p>Bright as butterflies With folded wings, the windsurfs Skim across the bay.</p> <p><small>Copyright: from The Poetry Chest (Oxford University Press, 2007), © John Foster 2007, used by permission of the author</small></p>	

## Ridgeway Farm CE Academy – Long Term English Writing Overview

### Year 5 Long Term Plan

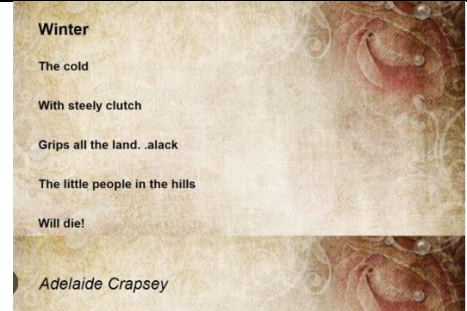

		<b>Text</b>	<b>Narrative outcome</b>	<b>Non-Fiction outcome</b>	<b>Supplementary Texts</b>	<b>Curriculum Writing</b>	<b>Grammar Progression</b>	<b>Fiction Progression</b>	<b>Non-Fiction Progression</b>
<b>1</b>		<b>Einstein: The Fantastic Journey of a Mouse Through Time and Space</b> Torben Kuhlmann	<b>Sequel:</b> Where does the mouse travel next?	<b>Writing to Explain: Explanation</b> How does the time machine work?	<b>Armstrong: The Adventurous Journey of a Mouse to the Moon</b> Torben Kuhlmann 	<b>History - Astronaut job advert</b> <b>Moon constitution</b>	Use a variety of noun phrases to add detail introduce for and nor Subordinate clause at the end of a sentence Embed commas to mark subordinate clauses Use words and phrases to add detail or provide explanation	<b>Sequel:</b> Where does the mouse travel next?  • write for a range of purposes and audiences based on personal experiences and high quality texts • Use noun phrases in apposition to develop description	<b>Writing to Explain: Explanation</b> How does the time machine work? • maintain the chosen level of formality throughout the text • write instructions at different levels of formality, using appropriate language and style • present tense, third person • adverbs and conjunctions for time • causal connectives e.g. consequently, due to this, as a result, therefore • technical language • diagrams/images/flow charts (if appropriate)
<b>2</b>		<b>Wisp</b> Zana Fraillon	<b>New Story</b> The story of Idris' wisp	<b>Writing to Inform: News Broadcast</b> Using current affairs	 <b>Teacup</b> Rebecca Young	RE – qualities of a Saviour RE – job advertisement for a Messiah Rationing poster Air raid instructions	Use relative pronouns e.g. who, whom, which, Use non-defining relative clauses to add information or detail Use a range of devices to link paragraphs across the text e.g. adverbs, adverbial phrases; pronoun chains, connectives Use a range of cohesive devices within paragraphs e.g. connectives; consistent tense and person	<b>New Story</b> The story of Idris' wisp • Describe characters' motives • Use noun phrases in apposition to emphasise aspects of characterisation • Use the plot to reveal characterisation • Use dialogue to show the relationship between characters • Add detail through using relative clauses and parenthesis.	<b>Writing to Inform: News Report</b> Wondrous Wisps Appear From The Sky! • logically sequenced paragraphs e.g. opening statement; more detailed classification; description of the subject with examples/elaboration of points; summary • tables, diagrams or images that add or summarise information • appropriate level of formality for the intended audience
<b>3</b>		<b>The Promise</b> Nicola Davies	<b>Prequel</b> The Old Lady's story	<b>Writing to Argue: Persuasion (formal)</b> Argument to the council persuading them to improve and develop the city		<b>Art – poem portraits</b>  <b>PSHE – Dreams and goals comparison</b>	Use brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning. Indicate degrees of possibility using adverbs and modal verbs. Link ideas across paragraphs using adverbials of time, place	<b>Prequel</b> The Old Lady's story • Introduce the concept of pacing to show where to expand or condense different sections • Make sure anything that the plot relies on later is referenced	<b>Writing to Argue: Persuasion (formal)</b> Argument to the council persuading them to improve and develop the city • structure that moves from the generic to the more specific for each point • simple psychology to appeal to the reader • use of statistics and quotes to support points • modal verbs e.g. will, can, may, must, should • adverbs for possibility e.g. certainly, surely, undoubtedly, possibly • adverbs for viewpoint e.g. obviously, clearly, evidently, naturally
<b>4</b>		<b>The Phone Booth in Mr Hiota's Garden</b> Rachel Wada & Heather Smith	<b>New scene</b> Write a new scene for the middle of the story, developing Makio & Mr Hirota's	<b>Writing to Explain: Instructions</b> How to survive in a tsunami		<b>PSHE – recipe for a healthy body image</b>  <b>History – poster of Viking life</b>	Use a variety of noun phrases to add detail Develop variety in clause structure, moving the position of the subordinate Speech Use adverbs for quantity e.g. most, some, hardly Use a range of devices to link paragraphs across the text e.g. adverbs, adverbial phrases; pronoun chains, connectives	<b>New scene</b> Write a new scene for the middle of the story, developing Makio & Mr Hirota's characters through dialogue  • Split speech (reporting clause in the middle of the direct speech) • Use dialogue to advance the action • Include non-verbal details (e.g. descriptions of what characters are doing)	<b>Writing to Explain: Instructions</b> How to survive in a tsunami • title (using why or how) • generic opening statement to introduce the topic • series of logical steps/phases, in chronological order • conclusion • present tense, third person • adverbs and conjunctions for time • causal connectives e.g. consequently, due to this, as a result, therefore • technical language

Ridgeway Farm CE Academy – Long Term English Writing Overview

			characters through dialogue			<p><b>RE 9 names of you</b></p> <p><b>5 rules for people to live by</b></p> <p><b>Conclusions in science</b></p>	<ul style="list-style-type: none"> <li>Mix dialogue with actions (e.g. coughing, laughing, eating etc.)</li> <li>Balance dialogue with action</li> <li>Use dialogue to show the relationship between characters</li> <li>Range of sentence types</li> </ul>	<ul style="list-style-type: none"> <li>diagrams/images/flow charts (if appropriate)</li> </ul>	
5		<b>The Rabbits</b> John Marsden and Shaun Tan	<b>Sequel:</b> What will happen next with the rabbits?	<b>Writing to Argue: Discussion</b> Do the rabbits have the right to live there?		<p><b>Geography research and present information about Spanish climate and life</b></p> <p><b>Maths Day - story</b></p>	<p>Past tense –ed and –ed fronted adverbials</p> <p>Revisit conjunctions</p> <p>Consolidate and extend the range of subordinating conjunctions e.g. unless, whatever, whenever, whereas, even if.</p> <p>Conjunctions for and nor</p>	<p>What will happen next with the rabbits?</p> <ul style="list-style-type: none"> <li>Use the plot to reveal characterisation</li> <li>Range of verb forms</li> <li>Fronted adverbials</li> <li>Expanded noun phrases</li> <li>Range of sentence types</li> <li>Cohesion within and between paragraphs</li> </ul>	<p><b>Writing to Argue: Discussion</b></p> <p>Do the rabbits have the right to live there?</p> <ul style="list-style-type: none"> <li>title in the form of a question</li> <li>present tense, third person</li> <li>adverbs for quantity e.g. several, few, much and frequency e.g. seldom, frequently, rarely, consistently</li> <li>causal connectives e.g. consequently, due to this, as a result</li> <li>modal verbs and adverbs for possibility</li> <li>formal, impersonal style</li> <li>appropriate, subject-related vocabulary</li> <li>reasons with evidence to support each point</li> <li>generic e.g. politicians, protesters, pollution and abstract nouns e.g. greed</li> <li>structural signposts e.g. There are several reasons..., turning to...</li> <li>simple structure e.g. <ul style="list-style-type: none"> <li>opening statement of the issues and preview of the main arguments</li> <li>arguments for with supporting evidence</li> <li>arguments against or alternative views, with supporting evidence</li> <li>final summary and recommendation/conclusion</li> </ul> </li> </ul>
6		<b>The Adventures of Odysseus</b> Hugh Lupton	<b>New chapter</b> Create a new beast/creature for Odysseus to overcome	<b>Writing to Inform: Recount</b> Fact file about the Trojan War		<p><b>RE –code for living</b></p> <p><b>Poster</b></p> <p><b>RE – dilemmas, actions and consequences</b></p> <p><b>PSHE – Poster about old age</b></p> <p><b>History – research</b></p> <p><b>Ancient Greek life</b></p> <p><b>Trip recount</b></p>	<p>Embed the subordinate Clause</p> <p>Verb tenses Past perfect tense</p> <p>Verb tenses Present perfect</p> <p>Adverbs of quantity</p> <p>Use a range of nouns and pronouns effectively to avoid repetition or ambiguity and aid cohesion</p>	<p>Create a new beast/creature for Odysseus to overcome</p> <ul style="list-style-type: none"> <li>Describe the place, time and environment, including the social/cultural context</li> <li>Show how the setting effects the plot e.g. how obstacles/limitations create conflict to overcome</li> <li>Use relative and subordinate clauses to add detail about the setting and its impact</li> <li>Develop figurative devices: metaphor and imagery</li> </ul>	<p><b>Writing to Inform: Recount</b></p> <p>Odysseus' journal</p> <ul style="list-style-type: none"> <li>appropriate style and formality for the genre and intended audience</li> <li>Range of verb forms</li> <li>Fronted adverbials</li> <li>Expanded noun phrases</li> <li>Range of sentence types</li> </ul>






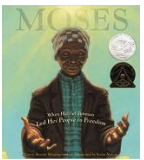



## Ridgeway Farm CE Academy – Long Term English Writing Overview

### Year 5 Poetry



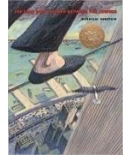
Focus Poet	Poetry to Read and Perform	Poetry to Write	
		Term 2	Term 6
Ted Hughes	Cat – Ted Hughes		
	From a Railway Carriage – R.L Stevenson	Cinaquin <i>(Winter - Adelaide Crapsey)</i>	Personification Poem <i>(Attack – Michael Rosen)</i>
	Give and Take – Roger Mc Gough	 <p>Winter</p> <p>The cold</p> <p>With steely clutch</p> <p>Grips all the land. .alack</p> <p>The little people in the hills</p> <p>Will die!</p> <p>Adelaide Crapsey</p>	 <p>MICHAEL ROSEN</p> <p>HOME ABOUT ME NEWS EVENTS MY BOOKS RADIO &amp; TV POEMS VIDEOS FOR ADULTS LINKS FEEDS</p> <p><b>Attack</b></p> <p>I was in a public toilet, when I was attacked by a hair-dryer. PHOOOOOO!</p> <p>I had walked past it calmly. I hadn't said anything provocative. I didn't stare at it. I didn't disrespect it. I didn't say, 'Look at you stuck on the wall Nowhere to go, nothing to do Who are you? Johnny No-tales?'</p> <p>I did none of these things. But still it leapt at me</p> <p>CONTACT</p> <p>For all bookings for live shows, readings, recitals and appearances in schools, libraries, colleges, book fairs etc please contact Ben at: <a href="mailto:ben@micaherose.com">ben@micaherose.com</a></p> <p>For all media appearances (TV, radio etc) or anything to do with my publications (books, rights etc) please contact my agent, email Chris Ogunbayo at: <a href="mailto:ogunbayo@christopheranderson.com">ogunbayo@christopheranderson.com</a></p> <p>For something personal you can email me at: <a href="mailto:micahel@micaherose.com">micahel@micaherose.com</a></p>



**Ridgeway Farm CE Academy – Long Term English Writing Overview**
**Year 6 Long Term Plan**

		<b>Text</b>	<b>Narrative outcome</b>	<b>Non-Fiction outcome</b>	<b>Supplementary Texts</b>	<b>Curriculum Writing</b>	<b>Grammar Progression</b>	<b>Non Fiction Progression</b>	<b>Fiction Progression</b>
<b>1</b>		<b>The Giant and the Sea</b> Trent Jamieson & Rovina Cai	<b>Sequel</b> What happens the second time around?	<b>Writing to Argue: Persuasion</b> The girl's speech to the people in the city	 <b>The Biggest Footprint</b> Rob & Tom Sears	Geography - Travel brochure for Mexico	Use conjunctive adverbs, e.g. however, therefore, as a result, similarly, consequently. Use adverbs for possibility, e.g. certainly, possibly, surely. Secure the use of commas to mark clauses. Introduce the subjunctive form. Use a range of cohesive devices within and between paragraphs, e.g. referencing, repetition for effect. Develop variety in clause structure, moving the position of the subordinate clause.	Adverbs for possibility Words and phrases to indicate concession, e.g. while it is true that, in spite of, despite this, however, still, nevertheless Evidence to discredit possible counter arguments. Adverbs for viewpoint, e.g. obviously, clearly, evidently, naturally.	Use dialogue to reflect the formality of the character, e.g. dialect, colloquialisms, contractions. Interweave setting description throughout the narrative. Use foreshadowing as a way to engage or divert the reader.
<b>2</b>		<b>Freedom on the Menu</b> Carole Boston Weatherford	<b>New page for the story</b> Brother tries to persuade his friends to go to the sit ins (dialogue)	<b>Writing to Inform: Biographies using Timelines from Black History</b>	 <b>Rise</b> Bethany Hegedus   <b>Timelines From Black History</b> Mirelle Harper	History - Non-chronological report about the Maya civilisation  DT – Writing a recipe	Use passive voice to create a formal tone. Use relative clauses effectively across writing. Use words and phrases to add detail or provide explanation (parenthesis). Use concise noun phrases to qualify and support precision.	Use of passive voice and nominalisation to create a formal tone in impersonal recounts. Appropriate style and formality for the genre and intended audience.	Share the protagonist's backstory where relevant to the narrative. Describe the place, time and environment including the social/cultural context. Balance action, dialogue and description. Consider the conflict in the story (society). Use dialogue to reflect the formality of the character, e.g. dialect.
<b>3</b>		<b>Moses: When Harriet Tubman Led Her People to Freedom</b> Carole Boston Weatherford	<b>Alternative viewpoint until she escapes</b> Harriet Tubman's perspective	<b>Writing to Inform: Report</b> Report about Harriett Tubman / the Underground Railroad	 <b>Timelines From Black History</b> Mirelle Harper	Recount of the Battle of Bosworth (re-enactment)	Use concise noun phrases to qualify and support precision. Use a range of co-ordinating conjunctions effectively across writing. Control and refine the use of parenthesis within sentences. Use colons and semi-colons to mark the boundary between main clauses. Embed the subordinate clause.	Passive voice to avoid personalisation and maintain an appropriate level of formality. Description used to add precision.	Interweave setting description throughout the narrative. Portray characters by showing how other characters react to them. Use internal dialogue to develop characterisation.
<b>4</b>		<b>The Explorer</b> Katherine Rundell	<b>Adventure Story</b> An adventure story set in the Amazon Rainforest (setting)	<b>Writing to Explain: Instructions</b> Survival guide for the rainforest	 <b>The Lost Book of Adventure</b>	Explanation – How can we sustain our world for a better future?	Control the use of multi-clause sentences. Use a range of devices to link paragraphs across the text, e.g. adverbs, adverbial phrases, pronoun chains, connectives. Control the use of tense throughout and across writing. Consolidate and extend the range of subordinating conjunctions, e.g. in order that, provided that, supposing.	Maintain the chosen level of formality throughout the text.	Include elements/details of the setting that are unique. Use relative and subordinate clauses to add detail about the setting and its impact.

**Ridgeway Farm CE Academy – Long Term English Writing Overview**

5		<b>Alma (Film)</b> Literacy Shed  <b>Darwin's Dragons</b> Lindsay Galvin	<b>Prequel</b> How did Alma end up in the street? <b>Film</b> Written version of the Alma film	<b>Writing to Argue: Persuasion (advertising)</b> Travel brochure for the island	 <b>On The Origin Of The Species</b> Sabina Redeeva	<b>Geography –</b> Recount of our Living Rainforest trip  <b>Biography of Charles Darwin</b>	Control the use of tense throughout and across writing. Use the passive to create suspense. Use a range of nouns and pronouns effectively to avoid repetition and ambiguity and to aid cohesion across the text. Use a range of cohesive devices within and between paragraphs, e.g. ellipsis.	Modal verbs Adverbs for possibility and viewpoint Simple psychology to appeal to the reader.	Create atmosphere through the setting description. Use passive voice to create suspense. Write pauses in, broken speech, interruptions.
6		<b>The Man Who Walked Between the Towers</b> Mordacai Gerstein	<b>Film</b> Written version of Broken: Rock, Paper, Scissors (opening with dialogue)	<b>Writing to Inform: News Broadcast</b> Twin Towers Tightrope!		<b>Explanation – Circulatory System</b>	Control the use of tense throughout and across writing. Use the passive to create a formal tone. Use a range of co-ordinating conjunctions effectively across writing.	Logically sequenced paragraphs Passive voice to avoid personalisation and maintain an appropriate level of formality.	Write pauses in, broken, speech, interruptions. Portray characters by showing how other characters react to them. Use power of 3 to extend detail in sentences. Include elements/details of the setting that are unique.

**Year 6 Poetry**

Focus Poet	Poetry to Read and Perform	Poetry to Write
Joseph Coelho	School Tomorrow – Excuses for Mum - Joseph Coelho	<b>Term 6</b>  Blackout Poetry
	The Jumblies - Edward Lear	
	The Visitor - Ian Serrailler	