


Ridgeway Farm CE Academy – Long Term English Writing Overview

EYFS Long Term Plan

| | Texts | | | | | Outcomes | Supplementary Texts | |
|---|---|---|--|--|---|--|---|--|
| 1 | Elmer David McKee | All Kinds of Families Mary Ann Hoberman | We're all Wonders R.J Palacio | We're Going on a Bear Hunt Michael Rosen | Peepo 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 | Where the Poppy's Now Grow Hilary Robinson | | Let's Celebrate – Special Days Around the World Kate DePalma | | When's my Birthday? 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 | When I Grow Up Al Yankovic | | What Do People Do All Day? Richard Scarry | | Words and Your Heart Kate Jane Neil | Captions Labels CVC words Letters | Emergency! Wash Scrub Brush Ten Little Superheroes | Superbat Supertato Superkid Supermum |
| 4 | The Enormous Turnip (main text) Irene Yates | | The Very Hungry Caterpillar Eric Carle | | Poles Apart 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 | Look UP! Nathan Bryon | | Whatever Next (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 | Greta and the Giants Zoe Tucker | | Who Swallowed Stanley (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 |

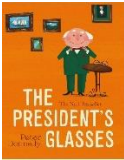




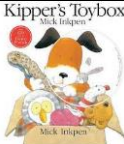



Ridgeway Farm CE Academy – Long Term English Writing Overview

EYFS Poetry

| Focus Poet | Poetry to Read and Perform | |
|----------------|---|---|
| | Term 1 | Term 5 |
| Shirley Hughes | <p data-bbox="674 316 943 347">Dingle Dangle Scarecrow</p> <div data-bbox="680 352 1070 932"> <p data-bbox="752 371 999 456">Dingle Dangle Scarecrow</p> <p data-bbox="696 472 936 560">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="696 584 925 671"><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="696 695 936 783">When all the hens were roosting And the moon behind a cloud Up jumped the scarecrow And shouted very loud...</p> <p data-bbox="696 807 949 895">When the dogs were in the kennel And the doves were in the loft Up jumped the scarecrow and Whispered very soft...</p> </div> | <p data-bbox="1341 316 1518 347">Zim, Zam, Zoom</p>  |

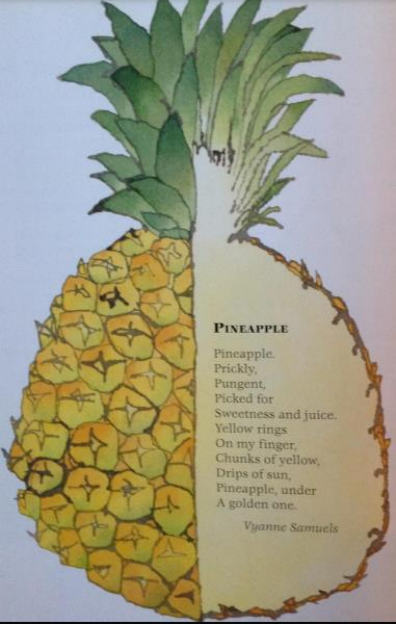
Ridgeway Farm CE Academy – Long Term English Writing Overview

Year 1 Long Term Plan

| | | Text | Narrative outcome | Non-Fiction outcome | Supplementary Texts | Curriculum Writing | Grammar Progression | Fiction Progression | Non-Fiction Progression |
|---|---|--|---|---|---|----------------------------------|---|--|---|
| 1 |  | President's Glasses Peter Donnelly | Innovation Teacher has lost glasses – where in school does the pigeon go? | Writing to Inform: Recount Postcards from President to others | Maps from Anna to Zane 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 |  | Lubna and Pebble Wendy Meddour | Alternative ending What other idea does Lubna have to help Amir? | Writing to Inform: Letters Thank you letter from Amir to Lubna |  Dear Greenpeace Simon James | Post card writing Recount | Join ideas using and Use personal pronouns e.g. <i>I, he, she, they, we</i> | | Simple present tense |
| 3 |  | Pip and Egg David Litchfield | New pages Pip's story (while Egg is away) | Writing to Explain: Instructions How to make the perfect nest! |  Lots Nicola Davies | Letter Diary | Join main clauses using and Write sequences of linked sentences to form short texts | Series of linked sentences Imitation of known stories Clear opening and closing sentence | |
| 4 |  | Kippers Toybox Mick Inkpen | Alternative version Change the problem with the toy box | Writing to Inform: Information Texts Writing about a friends toy | | Poster - description | Introduce question and exclamation marks | Use the power of 3 with and (e.g. <i>He walked and he walked and he walked.</i>) | Simple present tense Third person |
| 5 |  | The Secret Sky Garden Linda Sarah | New Setting New place for Funni & Zoo to improve | Writing to Argue: Persuasion Invitations to the opening of the sky garden |  The Wonder 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 |  | The See Saw Tom Percival | New Plot Teddy's story | Writing to Inform: Recounts Recount of trip | | Recount | Model the use of adverbs orally e.g. <i>He was a very hungry caterpillar.</i> Model the use of because 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 |

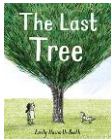


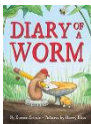


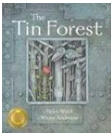

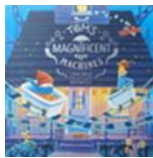

Ridgeway Farm CE Academy – Long Term English Writing Overview

Year 1 Poetry

| Focus Poet | Poetry to Read and Perform | Poetry to Write | |
|---------------|--|---|--|
| Michael Rosen | Don't – Michael Rosen | Term 2 | Term 6 |
| | <p>There Was an Old Lady Who Swallowed a Fly</p>  <p>There Was an Old Lady Who Swallowed a Fly</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>Rhyming Poem (<i>Flip Flap Farm</i>)</p>  | <p>List Poem (<i>Pineapple – Vyanne Samuel</i>)</p>  |





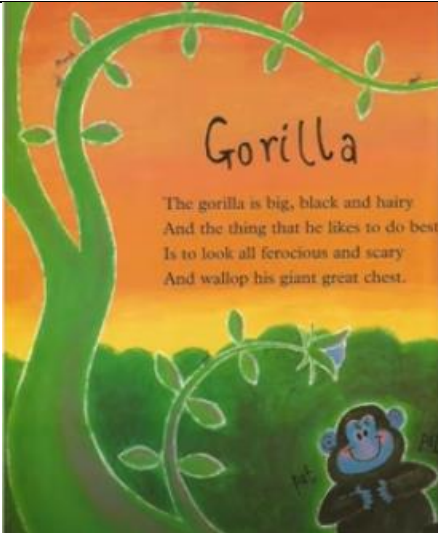
Ridgeway Farm CE Academy – Long Term English Writing Overview

Year 2 Long Term Plan

| | | Text | Narrative outcome | Non-Fiction outcome | Supplementary Texts | Curriculum Writing | Grammar Progression | Fiction Progression | Non-Fiction Progression |
|---|---|---|--|---|---|--|---|--|---|
| 1 |  | The Last Tree Emily Haworth-Booth | Alternative ending The children come up with a new plan to save the tree | Writing to Inform: Letters Letter from the children to the adults saying why the last tree is important |  Dragon Post 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 |  | Lila and the Secret of the Rain Davis Conway | Different version: Lila and the Secret of the Sun | Writing to Inform: Recount Lila's diary before and after the rain |  Diary OF A Worm 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 |
| 3 |  | Leaf Sandra Diechmann | Alternative viewpoint The Polar Bear's Story | Writing to Inform: Reports NCR about polar bears |  Instructions Neil Gaiman | | 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 |  | Little Red and the Very Hungry Lion Alex T Smith | Alternative Version Little Red and the... | Writing to Argue: Persuasion Wanted poster for the lion | | | 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 |
| 5 |  | The Tin Forest Helen Ward Tresure (Literacy Shed) | Film Treasure | Writing to Argue: persuasive letters Letter from the old man persuading people to recycle |  The Day The Crayons Quit Oliver Jeffers | | 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 |  | Tom's Magnificent Machine Linda Sarah Taking Flight Short film | Sequel What do Tom and Dad do next? | Writing to Explain: Instructions How their own invention would work |  Rosie Revere's Big Project Book for Bold Engineers Andrea Beatty | | 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 |



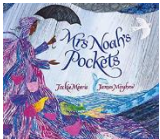



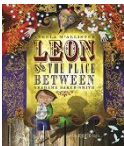


Ridgeway Farm CE Academy – Long Term English Writing Overview

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) (Rumble in the Jungle (book) Giles Andreae & David Wojtowycz – Gorilla) |
| | <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;">Julia Donaldson</p>  |  <p>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 |  | The Barnabus Project The Fan Brothers Toys Story film | Sequel Barnabus & the others go back to rescue the perfect pets | Writing to Inform: Recount Diaries in role as Barnabus and The Green Suits | Toy story film | 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 |  | The Secret of Black Rock Joe Todd Stanton | New plot: Write the legend of Black Rock: Chn write | writing to argue: design a leaflet | Range of leaflets | Recount rocks visit Diary entry of Erin's adventure. | 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/headings, 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 |  | Mrs Noah's Pockets Jackie Morris | New story (sequel) Mrs Noah's garden | Writing to Inform: Reports NCR about the animals on the ark |  Species s French | | 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 |  | Sulwe Lupita Nyong'o | Innovation: Write the fable of Night and Day | Writing to Argue: Letters Write a letter to the people of the Earth saying why they should treat Day and Night equally |  Letters of Peace I Morell | | 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/headings, 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 |  | Leon and the Place Between Angela McAllister | New chapter Re-write the middle of the story with Leon meeting someone else | Writing to Explain: Instructions How to return from the place between |  Presto to! lm | | 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 | 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 |  | Arthur and the Golden Rope Joe Todd Stanton | Alternative version Different trials for Arthur to overcome | Writing to Inform: Letters Letter from the King to Arthur and reply from Arthur to the king | | | 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

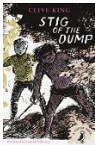
| Focus Poet | Poetry to Read and Perform | Poetry to Write | |
|------------|---|--|---|
| Roald Dahl | The Dentist and the Crocodile – Roald Dahl | Term 2 | Term 6 |
| | The Sound Collector – Roger Mc Gough | Acrostic | Similie Poem (<i>My Family by Stacy Zeiger</i>) |
| | Life doesn't Frighten me at all – Mya Angelou | <p><u>POPPY</u></p> <p>Poppy so red Oh how you tell of People who fought and People who fell You will never let us forget them</p>  | <p>My Family</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 |  | Winter's Child Angela McAllister | Prequel How the Winter's Child became | Writing to Argue: Persuasion Travel brochure |  Odd and The Frost Giants 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 |  | Last: The Story Of A White Rhino Nicola Davies | Re-telling Write the last rhino's story | Writing to Explain: Instructions How to save the forest |  Greta and the Giants 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 |  | Hope, The Boat Film | Film Write the story of the film | Writing to Inform: Recount Series of letters from Hope to the boy |  Rhythm Of The Rain 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 |  | Gulliver's Travels Johnathon Swift | Innovation Create own version of the Gulliver Travel story – going to Ancient Egypt | Writing to Inform: Recount 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 |  | The Wolves in the Wall Neil Gaiman | Sequel Elephants come out of the walls | Writing to Argue: Persuasion (Formal) Letter to the wolves telling them to go |  Dear Mrs. LaRue: Letters from Obedience School 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 |

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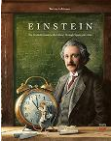





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|---|---|---------------------------------------|---|---|--|---|---|---|--|
| | | | | | | | | | Adverbs for quantity e.g. many, few, some, every and frequency e.g. often, always, rarely |
| 6 |  | Stig Of The Dump Clive King | Alternative viewpoint Barney and Stig's first meeting from Stig's point of view | Writing to Inform: News Report News bulletin about the discovery of a stone age dwelling. | First News The Children's Newspaper | 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 |

Year 4 Poetry

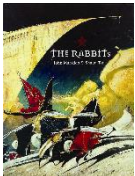
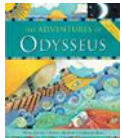

| Focus Poet | Poetry to Read and Perform | Poetry to Write | |
|---------------|--|--|---|
| Allan Ahlberg | Allan Ahlberg – Please Mrs Butler | Term 2 | Term 6 |
| | Today, I feel – Gervais Phinn | Haiku Poem (Seaview Haiku) | Diamante |
| | The Trouble with My Brother – Brian Patten | Seaview Haiku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

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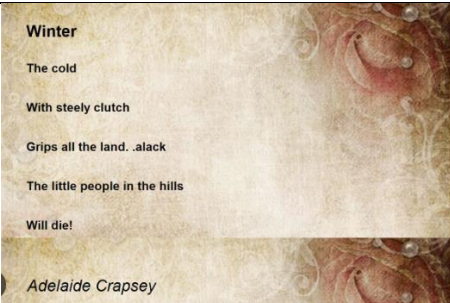

Year 5 Long Term Plan

| | | Text | Narrative outcome | Non-Fiction outcome | Supplementary Texts | Curriculum Writing | Grammar Progression | Fiction Progression | Non-Fiction Progression |
|---|---|---|---|---|---|--|---|--|--|
| 1 |  | Einstein: The Fantastic Journey of a Mouse Through Time and Space Torben Kuhlmann | Sequel: Where does the mouse travel next? | Writing to Explain: Explanation How does the time machine work? | Armstrong: The Adventurous Journey of a Mouse to the Moon Torben Kuhlmann  | History - Astronaut job advert Moon constitution | 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 | Sequel: 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 | Writing to Explain: Explanation 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) |
| 2 |  | Wisp Zana Fraillon | New Story The story of Idris' wisp | Writing to Inform: News Broadcast Wonderous Wisps Appear From The Sky! |  Teacup 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 | New Story 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. | Writing to Inform: News Report Wonderous 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 |
| 3 |  | The Promise Nicola Davies | Prequel The Old Lady's story | Writing to Argue: Persuasion (formal) Argument to the council persuading them to improve and develop the city | | | 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 | Prequel 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 | Writing to Argue: Persuasion (formal) 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 |
| 4 |  | The Phone Booth in Mr Hiota's Garden Rachel Wada & Heather Smith | New scene Write a new scene for the middle of the story, developing Makio & Mr Hirota's characters through dialogue | Writing to Explain: Instructions How to survive in a tsunami | | | 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 | New scene 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) • Mix dialogue with actions (e.g. coughing, laughing, eating etc.) • Balance dialogue with action | Writing to Explain: Instructions 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 • diagrams/images/flow charts (if appropriate) |

Ridgeway Farm CE Academy – Long Term English Writing Overview






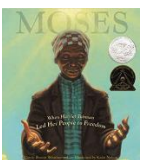



| | | | | | | | | | |
|---|---|---|--|---|--|---|---|--|--|
| 5 |  | The Rabbits John Marsden and Shaun Tan | Sequel: What will happen next with the rabbits? | Writing to Argue: Discussion Do the rabbits have the right to live there? | | | Past tense –ed and –ed fronted adverbials Revisit conjunctions Consolidate and extend the range of subordinating conjunctions e.g. unless, whatever, whenever, whereas, even if. Conjunctions for and nor | What will happen next with the rabbits? | Writing to Argue: Discussion Do the rabbits have the right to live there? ?• title in the form of a question • present tense, third person • adverbs for quantity e.g. several, few, much and frequency e.g. seldom, frequently, rarely, consistently • causal connectives e.g. consequently, due to this, as a result • modal verbs and adverbs for possibility • formal, impersonal style • appropriate, subject-related vocabulary • reasons with evidence to support each point • generic e.g. politicians, protesters, pollution and abstract nouns e.g. greed • structural signposts e.g. There are several reasons..., turning to... • simple structure e.g. - opening statement of the issues and preview of the main arguments - arguments for with supporting evidence - arguments against or alternative views, with supporting evidence - final summary and recommendation/conclusion |
| 6 |  | The Adventures of Odysseus Hugh Lupton | New chapter Create a new beast/creature for Odysseus to overcome | Writing to Inform: Recount Odysseus' journal | Mythologica Dr Stephen P Kershaw |  | Embed the subordinate Clause Verb tenses Past perfect tense Verb tenses Present perfect Adverbs of quantity Use a range of nouns and pronouns effectively to avoid repetition or ambiguity and aid cohesion | Create a new beast/creature for Odysseus to overcome • Describe the place, time and environment, including the social/cultural context • Show how the setting effects the plot e.g. how obstacles/limitations create conflict to overcome • Use relative and subordinate clauses to add detail about the setting and its impact • Develop figurative devices: metaphor and imagery | Writing to Inform: Recount Odysseus' journal • appropriate style and formality for the genre and intended audience |

Year 5 Poetry



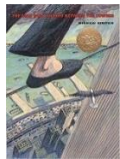
| Focus Poet | Poetry to Read and Perform | Poetry to Write | |
|------------|--|--|---|
| Ted Hughes | Cat – Ted Hughes | Term 2 | Term 6 |
| | From a Railway Carriage – R.L. Stevenson | Cinaquin (Winter - Adelaide Crapsey) | Personification Poem (Attack – Michael Rosen) |
| | Give and Take – Roger 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>Attack</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? Jeremy No-nakes?'</p> <p>I did none of these things, but still it kept at me.</p> |

Ridgeway Farm CE Academy – Long Term English Writing Overview

Year 6 Long Term Plan

| | | Text | Narrative outcome | Non-Fiction outcome | Supplementary Texts | Curriculum Writing | Grammar Progression | Non Fiction Progression | Fiction Progression |
|---|---|--|--|---|---|---|--|---|--|
| 1 |  | The Giant and the Sea Trent Jamieson & Rovina Cai | Sequel What happens the second time around? | Writing to Argue: Persuasion The girl's speech to the people in the city |  The Biggest Footprint 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. |
| 2 |  | Freedom on the Menu Carole Boston Weatherford | New page for the story Brother tries to persuade his friends to go to the sit ins (dialogue) | Writing to Inform: Biographies |  Rise Bethany Hegedus  Timelines From Black History 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. |
| 3 |  | Moses: When Harriet Tubman Led Her People to Freedom Carole Boston Weatherford | Alternative viewpoint Harriet Tubman's perspective | Writing to Inform: Report Report about Harriett Tubman / the Underground Railroad |  Timelines From Black History 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. |
| 4 |  | The Lost Book of Adventure | Adventure Story An adventure story set in the Amazon Rainforest (setting) | Writing to Explain: Instructions Survival guide for the rainforest |  The Explorer Katherine Rundell | 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 |  | Alma (Film) Literacy Shed Darwin's Dragons Lindsay Galvin | Prequel How did Alma end up in the street? Film Written version of the Alma film | Writing to Argue: Persuasion (advertising) Travel brochure for the island |  On The Origin Of The Species Sabina Redeeva | Geography – Recount of our Living Rainforest trip Biography of Charles Darwin | 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 |  | The Man Who Walked Between the Towers Mordacai Gerstein | Film Written version of Broken: Rock, Paper, Scissors (opening with dialogue) | Writing to Inform: News Broadcast Twin Towers Tightrope! | | Explanation – Circulatory System | 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 | Term 6 |
| | The Jumblies - Edward Lear | Blackout Poetry |
| | The Visitor - Ian Serrailler | |