

English Long Term Plan – Planned Writing Opportunities



	Autumn	Spring	Summer
EYFS	<p>ELG: Reading Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>		
	<p>ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>		
	<p>Me and My family Happy to be Me (Emma Dodd) rhyming Hair, it's a Family Affair (Mylo Freeman) All About Me (Debbie MacKinnon) (NF)Usborne All about Families (Felicity Brooks) (NF)The Great Big Book of Families (Mary Hoffman)</p> <ul style="list-style-type: none"> • Write name • Label family members • CVC words • Caption <p>The Colour Monster (Anna Llenas)</p> <p>Autumn We're Going on a Leaf Hunt (Steve Metzger) (NF) What Can You See In Autumn? (Sian Smith) Pumpkin Soup (Helen Cooper) Room on the Broom (Julia Donaldson)</p> <ul style="list-style-type: none"> • Write CVC words • Write a caption <p>Celebrations Remember, Remember (Deborah Webb) Dipal's Diwali (Twinkl) (NF) Birthdays Around the World – Mary Meinking Lost in the Toy Museum (David Lucas) Room for a Little One (Martin Waddell) (NF) Christmas Around the World (Lesley Sims)</p> <ul style="list-style-type: none"> • Write captions and extended captions • Write a list • Write simple factual sentences <p>Poetry Nursery Rhymes (read a range) It's Ok to be Different (Sharon Purtill) Fire (Shirley Hughes)</p>	<p>Around the World Wombat goes Walkabout (Michael Morpurgo) Curious Clownfish (Adrienne Kennaway) Firecrackers and Lanterns (Jonny Zucker) (NF) China (Usborne) Over in the Arctic where the Cold Winds Blow (Marianne Berkes) (NF)National Geographic Kids Readers: Polar Bears (NF) Living in India (Chloe Perkins) (NF) Happy Holi (Joyce Bentley)</p> <ul style="list-style-type: none"> • Write a caption • Write simple sentences • Write simple factual sentences <p>New Life/Spring Hello, Spring! (Jo Lindley) Class One Farmyard Fun (Julia Jarman) (NF) Ducks and Their Ducklings (Margaret Hall) Mad About Minibeasts (Giles Andreae)</p> <ul style="list-style-type: none"> • Write labels and captions for pictures and photographs using new vocabulary • Write a simple factual sentences • Write simple report sentences • Write a simple recount <p>Poetry Cold (Shirley Hughes) Spring Greens (Shirley Hughes)</p>	<p>Superheroes Supertato (Sue Hendra, Paul Linnet) (NF) Heroes Who Help Us (Liz Gogerly) Emergency! (Margaret Mayo) (NF) Emergency Rescue (Camilla Gersh)</p> <ul style="list-style-type: none"> • Write factual sentences <p>Traditional stories – Jack and the Beanstalk, Goldilocks and The Three Bears, The Gingerbread Man</p> <ul style="list-style-type: none"> • Character description • Simple story (once upon a time) • Simple instructions <p>Summer (NF)Summer Days and Nights (Wong Herbert Yee) Found (Sam Usher)</p> <ul style="list-style-type: none"> • Write a simple retell <p>Transition to Year One The Magical Yet (Angela DiTerlizzi)</p> <p>Poetry Sunshine at Bedtime (Shirley Hughes)</p>

Year 1	<p>Reading Discuss a range of poems, stories and non-fiction at a level beyond that at which they can read independently. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Appreciate rhymes and poems, and recite some by heart. Recognising and joining in with predictable phrases.</p>		
	<p>Composition Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense.</p>		
	<p>Autumn FICTIONAL GENRE: Key story TEXT: Kipper's Toy Box by Mick Inkpen</p> <ul style="list-style-type: none"> Sequencing and role play to retell (SP & L) Write list of items in toy box using phonic knowledge <p>FICTIONAL GENRE: Key stories TEXT: The Enormous Turnip</p> <ul style="list-style-type: none"> Sequencing and role play to retell (SP & L) Write labels and captions for story applying phonic knowledge to retell short narrative <p>POETRY: Rhyme and repetition (SP&L) STIMULUS: The Pirate Song (Nursery Rhyme)</p> <ul style="list-style-type: none"> Explore with rhyming words Practise and perform the rhyme (recite some by heart) (evidence SP&L) <p>NON-FICTION: Letters TEXT: The Jolly Postman and Jolly Christmas Postman by Janet and Allan Ahlberg</p> <ul style="list-style-type: none"> Sequencing and role play to retell (SP & L) Write a simple letter to Santa with wish list <p>FICTIONAL GENRE: Adventure TEXT: Careful Santa by Julie Sykes and Tim Warnes</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Sequencing and role play (evidence SP&L) Imitate by sequencing sentences to retell the short narrative 	<p>Spring FICTIONAL GENRE: Stories set in a familiar setting (park) TEXT: One Springy Day (Percy the Park Keeper) by Nick Butterworth (themes of friendship, teamwork and compassion)</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Imitate by sequencing sentences to retell the short narrative <p>FICTIONAL GENRE: Fairy Story and Traditional Tale TEXT: The Ugly Duckling (read a variety of versions)</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Innovate story by retelling with a change to main character <p>NON-FICTION: Non-chronological report TEXT: Read models of non-chronological reports and focus on features as this is the first time children have explored information reports.</p> <p>Expository Writing</p> <ul style="list-style-type: none"> Sequence sentences and to write a simple non-chronological report on animals <p>POETRY: Modern Poem (SP&L) POEM: The Seaside by Joe Peters</p> <ul style="list-style-type: none"> Practise and perform poem to allow pupils to appreciate rhyme and join in with predictable phrases (evidence SP&L) 	<p>Summer FICTIONAL GENRE: Children's fiction Author Study of Julia Donaldson TEXT: Tiddler (other texts to be read and explored to allow pupils to recognise and join in with predictable phrases and appreciate rhymes)</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Describe underwater setting Innovate story by changing part of the plot/characters, e.g. What other excuses could Tiddler give? <p>FICTIONAL GENRE: Story from different cultures TEXT: Pandi the Brave by Nathene Arnaoutis</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Imitate story by sequencing sentences to retell in first person (I) from character's perspective to include emotion <p>FICTIONAL GENRE: Fairy Story and Traditional Tale TEXT: Hansel and Gretel (read a variety of versions)</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Setting description Sequence and role play (SP&L) Imitate story by retelling using guided story mountain (beginning, middle and end) <p>POETRY: Classic Poem (SP&L) POEM: What is Pink? by Christina Rossetti</p> <ul style="list-style-type: none"> Practise and perform poem to allow pupils to appreciate rhyme and join in with predictable phrases (evidence SP&L) <p>NON-FICTION: Diary (personal experience/real event) TEXT: Read models of diary entries and focus on features as this is the first time children have explored.</p> <p>Recount Writing</p> <ul style="list-style-type: none"> Write a diary recount of trip

Year 2	<p>Reading Contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Retelling a wider range of stories, fairy stories and traditional tales. Introduced to non-fiction texts that are structured in different ways.</p>		
	<p>Composition Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing poetry. Writing for different purposes.</p>		
	<p>Autumn FICTIONAL GENRE: Fairy Stories and Traditional Tale TEXT: The Three Little Pigs</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Sequencing and role play to retell story (SP&L) Imitate by writing retell of story <p>POETRY: Modern Poem (SP&L) POEM: The Sound Collector by Roger McGough</p> <ul style="list-style-type: none"> Build repertoire of poems by learning poem and recite with intonation (evidence SP&L) Write own verse using sounds from school <p>FICTIONAL GENRE: Stories with familiar settings TEXT: Horrid Henry's Birthday Party by Francesca Simon</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Innovate story by changing plot to create own short Horrid Henry story (partly filled story mountain) <p>FICTIONAL GENRE: Adventure TEXT: The Snowman by Raymond Briggs (film stimulus / teacher to write Y2 level model text)</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Imitate by retelling the story – include descriptions of party scene (introduce adjectives/writing expanded noun phrases) 	<p>Spring POETRY: Nonsense and Word Play (SP&L) TEXT: Read a range of riddles, rhymes and limericks</p> <ul style="list-style-type: none"> Build repertoire of poems by learning poem and recite with intonation (SP&L) Write a short limerick poem <p>FICTIONAL GENRE: Historical Narrative (based on real events) TEXT: The Baker's Boy and the Great Fire of London by Tom and Tony Bradman</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Imitate by retelling a short part to include description of the great fire/London burning (continue building on adjective work and expanded noun phrases) Innovate story by predicting then writing the ending <p>NON-FICTION: Diary (personal experience/real event) TEXT: Read models of diary entries and focus on features as this is the second time children have explored (Y1 explored). Focus on Samuel Pepys diary.</p> <p>Recount Writing</p> <ul style="list-style-type: none"> Write a diary recount of trip to London 	<p>Summer FICTIONAL GENRE: Children's Fiction / Fantasy Author Study of Roald Dahl TEXT: Charlie and the Chocolate Factory and George's Marvellous Medicine</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Innovate story by changing plot and describe what happens to Grandma after taking the medicine Description of one of Wonka's new sweet inventions – innovate based on Violet's effects <p>POETRY: Classic Poem (SP&L) POEM: In the Land of the Bumbly Boo by Spike Milligan</p> <ul style="list-style-type: none"> Build repertoire of poems by learning poem and recite with intonation (evidence SP&L) Write own verse of poetry <p>FICTIONAL GENRE: Fairy Stories and Traditional Tale (alternative) TEXT: Daft Jack and the Beanstalk by Laurence Anholt and Arthur Robins</p> <p>Narrative Writing (extended)</p> <ul style="list-style-type: none"> Character or setting description Invent by writing own alternative fairy tale (extended narrative) <p>NON-FICTION: Non-Chronological Report TEXT: Read models of non-chronological reports and remind children of report from Y1 on animals</p> <p>Expository Writing</p> <ul style="list-style-type: none"> Write a report on nurturing nurses based on real events and experiences of others (link to History), subheadings e.g. Who was Mary Seacole? Who was Edith Cavell?

Year 3

Reading

A range of fiction, poetry, plays, non-fiction and textbooks.
Increase familiarity of fairy stories, myths and legends and retelling some of these orally.
Preparing poems and play scripts to read aloud and to perform.
Recognise some different forms of poetry (e.g. free verse, narrative poetry).

Composition

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Create settings, characters and plot in narratives.
Organise paragraphs around a theme.
In non-narrative material, use simple organisational devices (e.g. headings and subheadings).

Autumn

FICTIONAL GENRE: Adventure

TEXT: Stone Age Boy by Satoshi Kitamura

Narrative Writing

- Rehearse sentences orally to retell the story (SP&L)
- Imitate story by retelling the character's adventure

NON-FICTION: Instructions

TEXT: Read a range for features (first time children are exploring organisational devices within instructions)

Procedural Writing

- Write instructions on how to make stone soup/How to survive as a hunter-gatherer

POETRY: Modern Poetry (SP&L)

POEM: Christmas Pine by Julia Donaldson

- Read aloud and perform using intonation (evidence SP&L).

FICTIONAL GENRE: Children's Christmas Story

TEXT: Elf film stimuli and teacher-made model text

Narrative Writing

- Rehearse sentences orally (SP&L) to retell part of story and compose to include dialogue

NON-FICTION: Diary

TEXT: Read models of diary entries (focus on features)

Recount Writing

- Diary entry in perspective of Buddy the elf from a part in the story

Spring

FICTIONAL GENRE: Fantasy/Adventure

Author Study of Enid Blyton

TEXT: The Magic Faraway Tree by Enid Blyton

Narrative Writing

- Setting description of the enchanted wood

TEXT: Adventures of the Wishing Chair by Enid Blyton

Narrative Writing

- Innovate story by creating alternative plot (what adventure does the chair take the children on?)

FICTIONAL GENRE: Fairy stories and Traditional Tales (use of magical devices and theme of good over evil)

TEXT: Cinderella (focus on features of genre)

Narrative Writing

- Create an alternative character (e.g. evil Cinderella/kind step mother) and describe
- Innovate story by including their alternative character and create new plot in narrative

NON-FICTION: Play scripts (SP&L)

TEXT: Explore short play scripts based on a part of the fairy stories and traditional tales read since EYFS (Gingerbread Man, Hansel and Gretel, Three Little Pigs - study features as this is the first time exploring)

- Read aloud and perform play script for Cinderella (evidence SP&L)

Summer

POETRY: Classic Poetry (SP&L)

POEM: Alligator Pie by Dennis Lee

- Read aloud and perform using intonation (evidence SP&L).
- Write own verse

FICTIONAL GENRE: Myths

TEXT: Read a range of myths (Theseus and the Minotaur, Perseus and Medusa and King Midas and the Golden Touch – teach features of a myth as this is the first exposure children have had)

Narrative Writing (extended)

- Invent alternative quest for Perseus by creating own character, setting and plot

NON-FICTION: Non-chronological Report

TEXT: Read a range for features

Expository Writing

- Non-chronological report on Ancient Greeks to organise paragraphs around a theme and use simple organisational devices

FICTIONAL GENRE: Stories set in imaginary worlds

TEXT: Read teacher's written version of the story 'Bubbles' and watch clip on Literacy Shed as stimulus alongside

Narrative Writing (extended)

- Invent own story set in an imaginary world – where does the bubble take their own character?

Year 4	<p>Reading A range of fiction, poetry, plays, non-fiction and textbooks. Increase familiarity of fairy stories, myths and legends and retelling some of these orally. Preparing poems and play scripts to read aloud and to perform. Recognise some different forms of poetry (e.g. free verse, narrative poetry).</p>		
	<p>Composition Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Create settings, characters and plot in narratives. Organise paragraphs around a theme. In non-narrative material, use simple organisational devices (e.g. headings and subheadings).</p>		
	<p>Autumn FICTIONAL GENRE: Middle-Eastern Traditional Folk Tale (theme of good over evil) TEXT: Aladdin and the Enchanted Lamp by Phillip Pullman</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Imitate the story by retelling an extract to create setting description of cave/enchanted garden Innovate story by composing and rehearsing sentences orally (including dialogue) and write an alternative wish <p>POETRY: Classic Poetry (SP&L) POEM: Firework Night by Enid Blyton</p> <ul style="list-style-type: none"> Read aloud and perform using intonation (evidence SP&L). Write a stanza in the style of the poet with rhyming couplets <p>FICTIONAL GENRE: Children’s Christmas Story TEXT: How the Grinch Stole Christmas by Dr. Seuss and watch film stimuli alongside</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Create character description of the Grinch and imitate plot to retell a part of the story <p>NON-FICTION: Instructions TEXT: Read a range for features (focus on organisational devices and fronted adverbials)</p> <p>Procedural Writing</p> <ul style="list-style-type: none"> Write instructions on how to steal Christmas 	<p>Spring NON-FICTION: Non-chronological Report TEXT: Read a range for features</p> <p>Expository Writing</p> <ul style="list-style-type: none"> Write a non-chronological report on Europe using Geography knowledge (focus on organisational devices and paragraphs around a theme) <p>FICTIONAL GENRE: Fantasy TEXT: The Lion, The Witch and The Wardrobe by C.S. Lewis</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Imitate the story by retelling part of story where character enters the wardrobe (focus on creating setting description) Innovate story by writing alternative plot (e.g. where else could the wardrobe portal lead to? What happens?) <p>NON-FICTION: Diary TEXT: Read models of diary entries (written by teacher) from different parts of the Lion, Witch and Wardrobe</p> <p>Recount Writing</p> <ul style="list-style-type: none"> Write a diary entry from character’s perspective based on a particular part in story <p>POETRY: Performance (SP&L) TEXT: Different forms of poetry</p> <ul style="list-style-type: none"> Read a range of Haiku, shape, cinquain, acrostic etc and perform aloud (evidence SP&L) Write own short poem around a theme 	<p>Summer FICTIONAL GENRE: Legends TEXT: The Legend of Robin Hood (explore features of legends and how they differ to myths)</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Imitate by retelling short version of story to include dialogue and a range of sentence structures Innovate story by changing the plot (e.g. what happened at the archery competition) <p>NON-FICTION: Newspapers TEXT: Read models of newspaper reports (unpick features as this is the first time children have explored newspaper articles)</p> <p>Expository Writing</p> <ul style="list-style-type: none"> Write a newspaper report based on events taken place at Sherwood Forest, e.g. Hood Strikes Again <p>FICTIONAL GENRE: Fairy stories and Traditional Tales (good vs evil) TEXT: Little Red Riding Hood (read a range/teacher-made based on Y4 writing outcomes)</p> <p>Narrative Writing (extended)</p> <ul style="list-style-type: none"> Invent alternative version by changing elements of the story (to create own character, setting and/or plot) <p>POETRY: Modern Poetry (SP&L) POEM: Poems by David Horner</p> <ul style="list-style-type: none"> Read aloud and perform using intonation (evidence SP&L).
	<p>Reading A range of fiction, poetry, plays, non-fiction and textbooks. Increase familiarity of fairy stories, myths and legends and retelling some of these orally. Preparing poems and play scripts to read aloud and to perform. Recognise some different forms of poetry (e.g. free verse, narrative poetry).</p>		
<p>Composition Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Create settings, characters and plot in narratives. Organise paragraphs around a theme. In non-narrative material, use simple organisational devices (e.g. headings and subheadings).</p>			

Year 5	<p>Reading A wide range of fiction, poetry, plays, non-fiction and textbooks. Increase familiarity with myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Prepare poems and plays to read aloud and perform, showing intonation, tone and volume so meaning is clear to an audience.</p>		
	<p>Composition In narratives, describe settings, characters and atmosphere. Integrate dialogue to convey character and advance the action in narratives. Perform their own compositions (e.g. short story, poem, play script or dialogue, a speech or monologue) using intonation, volume, and movement so that meaning is clear.</p>		
	<p>Autumn 1 FICTIONAL GENRE: Magical Realism TEXT: Skellig by David Almond</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Retell chapter 3 where Michael finds Skellig (include descriptions of garage setting and character within narrative) <p>NON-FICTION: Newspapers TEXT: Read a range to recap features from Y4 unit</p> <p>Expository Writing</p> <ul style="list-style-type: none"> Newspaper report on strange creature (Skellig) found in garage <p>POETRY: Modern Poetry (SP&L) TEXT: Pinda Cake by Valerie Bloom</p> <ul style="list-style-type: none"> Read aloud and perform poem to show appropriate intonation, tone and volume (evidence SP&L) <p>FICTIONAL GENRE: Suspense and mystery TEXT: Teachers to write own model text of Alma (Literacy Shed stimulus alongside)</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Imitate to describe setting, character and atmosphere (teach how to build suspense and tension) <p>FICTIONAL GENRE: Adventure TEXT: Polar Express by Chris Van Allsburg and film stimulus</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Imitate the story by retelling opening (including descriptions of setting and character with dialogue to advance action and convey character) 	<p>Spring 1 POETRY: Modern poem (SP&L) TEXT: My Name is Blue/My Name is Grey by Mandy Coe</p> <ul style="list-style-type: none"> Write own version of free verse poem (My Name is ___) and perform own composition (evidence SP&L) <p>FICTIONAL GENRE: Historical Fiction TEXT: War Horse by Michael Morpurgo</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Imitate by retelling opening chapter to show characterisation of Mr Narracott (first person perspective of horse) Innovate to continue narrative by describing characters, setting and atmosphere during battle scene. <p>NON-FICTION: Non-chronological reports TEXT: Read a range for features and share Flanimals text by Ricky Gervais as stimulus for writing</p> <p>Expository Writing</p> <ul style="list-style-type: none"> Non-chronological report on Flanimals <p>NON-FICTION: Balanced Argument (SP&L) TEXT: Read a range of arguments (focus on features as this is the first time pupils are exploring)</p> <p>Expository Writing</p> <ul style="list-style-type: none"> Write a balanced argument on deforestation and why the rainforest should and shouldn't be saved (Geography link) Debate deforestation in pairs/small groups (evidence SP&L) 	<p>Summer 1 FICTIONAL GENRE: Modern Fiction (Story set in other culture) TEXT: Holes by Louis Sachar</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Retell extract to include descriptions and show characterisation of Mr Sir or Warden through dialogue Perform own composition of monologue of Mr Sir or Warden <p>NON-FICTION: Letters (formal) TEXT: Read a range for features (first time pupils have explored formality in letter writing – compare with informal language)</p> <p>Recount Writing</p> <ul style="list-style-type: none"> Letter from Stanley to the judge to appeal injustice and consider release or letter from Stanley complaining to Warden about conditions <p>FICTIONAL GENRE: Literary Heritage (Classic Tragedy) TEXT: Macbeth: A Shakespeare Story by Andrew Matthews</p> <p>Narrative Writing (extended)</p> <ul style="list-style-type: none"> Invent a modern version of Macbeth <p>NON-FICTION: Play scripts (read variety of play scripts) TEXT: Read a range for features</p> <ul style="list-style-type: none"> Prepare play script scene (compose own using pictures from Macbeth scene) from original text to read aloud and perform <p>POETRY: Classic Poetry (SP&L) POEM: Night Mail by W.H Auden</p> <ul style="list-style-type: none"> Read aloud and perform using intonation (evidence SP&L).

Year 6	<p>Reading A wide range of fiction, poetry, plays, non-fiction and textbooks. Increase familiarity with myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Prepare poems and plays to read aloud and perform, showing intonation, tone and volume so meaning is clear to an audience.</p>		
	<p>Composition In narratives, describe settings, characters and atmosphere. Integrate dialogue to convey character and advance the action in narratives. Perform their own compositions (e.g. short story, poem, play script or dialogue, a speech or monologue) using intonation, volume, and movement so that meaning is clear.</p>		
	<p>Autumn FICTIONAL GENRE: Historical Fiction TEXT: Street Child by Berlie Doherty (historical narrative/stories that raise issues)</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Victorian character/Victorian setting description <p>Narrative Writing</p> <ul style="list-style-type: none"> Retell an extract from Street Child including descriptions of character, setting and plot <p>POETRY: Performance (SP&L) TEXT: For The Fallen Poem by Laurence Binyon (poetry around the same theme) In Flander's Fields Poem by John McCrae</p> <ul style="list-style-type: none"> Speaking and listening (no writing) <p>FICTIONAL GENRE: Literary Heritage TEXT: A Christmas Carol by Charles Dickens</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Retell a part of text to show characterisation of Scrooge (integrate dialogue) <p>NON-FICTION: Letters (informal) TEXT: Read a range for features</p> <p>Recount Writing</p> <ul style="list-style-type: none"> Informal letter from Scrooge to Marley 	<p>Spring FICTIONAL GENRE: Traditional Folk Tale TEXT: The Fir Tree by Hans Christian Andersen</p> <p>Narrative Writing (extended)</p> <ul style="list-style-type: none"> First person retell of the Christmas tree's journey <p>NON-FICTION: Non-chronological Reports TEXT: Non-chronological reports (linked to Geography)</p> <p>Expository Writing</p> <ul style="list-style-type: none"> Non-chronological report on volcanoes <p>FICTIONAL GENRE: Setting description TEXT: Setting Descriptions (read a range)</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Setting description (linked to Geography) <p>NON-FICTION: Diary TEXT: Diary entries (read a range)</p> <p>Recount Writing</p> <ul style="list-style-type: none"> Diary recount - the day of a volcanic eruption/earthquake 	<p>Summer FICTIONAL GENRE: Fairy Stories and Traditional Tales (alternative) TEXT: The (Fairly) True Tale of Red Riding Hood by Liesl Shurtliff</p> <p>Narrative Writing (extended)</p> <ul style="list-style-type: none"> Write own adaption of a fairy tale of choice with a modern twist or change to character, setting or plot <p>NON-FICTION: Explanation</p> <ul style="list-style-type: none"> Circulatory system (linked to Science) <p>NON-FICTION: Persuasion and Debate (SP&L) TEXT: Persuasive Letters (read a range)</p> <p>Persuasive Writing</p> <ul style="list-style-type: none"> Formal letter to government (topical – focus on formal language) Evidence SP&L of debates in class after writing <p>POETRY: Classic Poem TEXT: The Highwayman by Alfred Noyes</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Retell poem as a story to include description of settings, characters and atmosphere