



Long Term Overview for Writing

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	<i>So Much!</i> Write a label to name something	<i>Blue Penguin</i> Write a simple caption	<i>The Gigantic Turnip</i> Write an instruction	<i>No Dinner</i> Write a sentence about an experience Write a sentence to go with an event Write a sentence to describe a character	<i>Billy's Bucket</i> Write a sentence about an experience Write a sentence to go with an event Write a sentence to describe a character	<i>The Three Little Pigs and other fairy tales</i> Join a few ideas together e.g. two or three phrases/sentences
<p>Children are given opportunities through play and own learning to speak, read and write in order to meet the Early Learning Goals in: Word Reading and Comprehension; Communication and language: Listening, Attention and Understanding and Speaking and Writing. This is planned for via objective led planning and is child-led.</p>						
Year 1	Writing in full sentences using capital letters and full stops correctly. Handwriting Common exception words	Retelling a story write a diary write a letter	Reports Letter Setting description Instruction writing Animal fact file Set 3 digraphs & sounds Phonics groupings	Retelling story Character description Alternative narrative Set 4 digraphs & sounds Phonics groupings	Retelling story Alternative stories. Character descriptions Wanted poster Adding suffixes 'ing' & 'er' Phonics groupings	Sequencing of the story. Alternative stories. Writing own fairy tales Narrative from different character's perspective Adding suffixes 'ed' & 'est' Phonics groupings
Year 2	Personal narratives List poems Informal letters	Diary entry in role Persuasive letters	Fact files Non-chronological reports Poems	Letter writing in role Instruction writing Invitations	Persuasive arguments Recipes and instructions	Persuasive writing to encourage local activism Character descriptions

	Writing in role	Questions and suggestions Instruction writing	Thought bubbles/ speech bubbles	Written argument to inform a debate Story writing	Personal narratives Book review	Text marking and annotation Personal narratives
Year 3	Diary Entry Diamond Poem Informal Letter Narrative x 2 Non-chronological Report Persuasive Speech Play Script Instructional Writing Argument Alternate spellings of the long /e/ sound and homophones (eight, hey, straight, earth) Creating Adverbs using the suffix -ly		Description Writing Diary Entry Free Verse Poem Non-chronological Report Letter Writing Adding Suffixes and Prefixes	Diary Entry Narrative Play Script Writing in role Description Writing Homophones Prefixes /g/ spelt gue (league) /sh/ spelt ch	Poetry Non-chronological Report Instruction writing Character Description Words ending in -ary Alternate spelling of the /u/ sound (o and ou) Word Families	Description Writing Non-chronological Report Newspaper Report Poetry Instruction Writing Adding Suffix -al Alternate sounds for 'ture' Silent letters
Year 4	Diamante poetry Police report Recipe Character descriptions Non-chronological report 'shun' spelt 'sion'	Poetry Information text Diary Informal letter Story writing 'sion' 'tion' 'cian'	Explanation text Concrete Poetry Non-chronological report Information leaflet Formal letter	Poetry Play script Setting description Book review Words with 's' sound spelt 'sc'	Poetry Character description Story writing-endings Biography News report Suffix 'ous' Adverbials of frequency	Diary Letter Persuasive writing Non chronologic report Instructions Homophones and near homophones

	Prefix: 'ir' 'il' 'im' 'in'	'ough'	Prefix: 'non' 'anti' 'ex' 'inter' 'auto'	Soft 'c' spelt 'ce'	Adverbials of manner	Suffix 'ation'
	'aw' spelt 'augh'		Words ending in 'ar'	Soft 'c' spelt 'ci'		Prefix sub
				Word families		Plural apostrophe
Year 5	Setting description	Write a balanced argument	Riddle – Figurative	Persuasive advert	Character description	Narrative
	Diary	Write from a character's perspective	Persuasive letter	Adventure story	Setting description	NCR
	Fact file		Write a diary with description of London-linking	Write a letter in role	Poem	Narrative
	Biography	Newspaper report		Explanation text	Instruction (making flatbread and dips)	Short story
	Letter in role	Narrative	Compare and contrast characters	Poetry – learn and perform	Newspaper report	
	Narrative	Poetry	NCR		Diary entry	
	Words ending in 'cious', 'tious', 'ious'	Words with silent letters, modal verbs, words ending in 'ment', adverbs of possibility and frequency, challenge words	Creating nouns using suffixes: 'ity', 'ness', 'ship'	Words with /or/ spelt 'or' and 'au'	Convert nouns into adjectives using the suffixes 'ate', 'ise', 'ify' and 'en'	Playscript Words containing letter string 'ough', adverbials of time and place, words with an /ear/ sound spelt 'ere', challenge words
Words with short/long vowel sound/i/ spelt y						
Homophones & near homophones		Homophones & near homophones				
Year 6	Informal letter	Poem x 2	Postcard	Poem	Formal Letter	Setting description
	Diary	Newspaper	Newspaper	Information leaflet	Balanced argument	Soliloquy x 2
	Narratives including endings	Letter of advice	Diary	Narrative	Story ending	Fact File
		Persuasive Leaflet	Biography x 2	Recount	Myth	
					Non-chronological report	
					Polysyllabic words	
				Sc/se/s		

Homophones	Ible/ibly	Words ending in 'fer	Y/ee/ie	SATS REVISION
Cious/tious	Ei/ie	Hyphenated words	Ure/ture/sure/teur	
Ant/ance/ancy	Ough	Tion/sion/ssion/cian	Ment	
Ent/ence/ency	Silent letters	Ous	sh	
able/ably	cial/tial	Double consonants		

Meeting our Vision and Values

Vision links: Writing within primary school is a vital part of the curriculum as they will use writing in almost all of the curriculum subjects. At Platt, writing gives children a voice to share their ideas with the world. We hope that our children will learn to enjoy writing, seeing the value of it and will leave us as confident, accomplished writers. We start with mark making in the foundation stage and develop and grow this into forming letters, words then sentences. Like the mustard seed, children's skills as competent writers grows in their time here enabling them to communicate effectively to a range of audiences and for a range of purposes. We provide engaging and enjoyable opportunities for learners to develop and practise their literacy skills to enable them to become skilled communicators.

Values:

Care (compassion, friendship)	Learn (wisdom, koinonia)	Forgive (forgiveness, hope)
When children build an attachment to a character, they can then be encouraged to use that character in their own writing, thus helping to develop their empathy skills. Writing encourages children to share their own stories and listen to, learn about, and develop empathy for others. Writing here at Platt encourages conversation about important social issues in our local community and the wider world.	When they are writing, children explain what decisions they are making in their mind, so children understand how they share thoughts, ideas and feelings. Writing develops children's thinking skills. When they write, children organise their thoughts and clarify and extend their thinking. Writing to learn pushes us even further, to uncover which information we don't already know.	In lessons here at Platt children are introduced to conflicts between fictional characters before they are guided to reflect on their own personal conflicts. They explore the different ways to deal with the hurt that results from conflicts, including the option of forgiveness. Children are encouraged to express their thoughts and feelings through their writing in lots of different ways including; stories, poems, letters and diaries.

Intent

At Platt we want all children to be able to confidently communicate their knowledge, ideas and emotions through their writing, reaching their full potential as writers. We aim to guide and nurture the children on their own personal journey to become successful writers. We

want all children to acquire a wide vocabulary, being able to spell new words and effectively apply spelling patterns they have been taught. We want all children to have a solid understanding of grammar and to apply it effectively to their writing. We believe that all children should be encouraged to take pride in the presentation of their writing by developing a legible, cursive handwriting style. We have planned a progressive curriculum to build upon previous teaching, ensuring the coverage of different genre, aiming to meet each child's needs so they reach their full potential.

Implementation

At Platt each class will use different, high quality texts to teach writing. All classes have an English lesson daily, but writing is a focus across the wider curriculum. Children are given opportunities to build upon their knowledge from English lessons and apply this in other curriculum areas.

Within each unit of work teachers follow a writing journey. Sequenced lessons ensure that the objectives are taught through a combination of approaches and opportunities. The writing journey does not always take the same amount of time but will follow this sequence:

- Engage the children with the text
- Explore the features of the text type and use modelled examples to identify new learning
- SPaG focus, teaching objectives from the National Curriculum
- Teacher led modelling of writing
- Plan, draft, edit and present writing

The writing journey will look like this:

Engage and inspire	Build	Create
<p>Exploration of and practical approaches to developing talk and spoken language to support writing, vocabulary development techniques, drama, role-play and oral rehearsal, effective 'hooks' and writing stimulus, and clarity about audience, purpose, form and viewpoint.</p> <p>Immerse pupils in quality models. (WAGOLL) Create a toolkit for the genre focus.</p> <p>Working wall-vocab, features of the genre up for the length of the journey</p>	<p>SPaG</p> <p>Use worked examples to instruct and model key conventions and grammatical objectives, with opportunities for deliberate practice. Build sentences and phrases that can be used in their writing. Teach grammar and punctuation in context, effective task design, and modelled, guided and shared writing.</p> <p>Working wall-put up modelled/shared/guided writing</p>	<p>Exploration of and practical approaches to writing composition, proof-reading, editing and evaluation of writing. Teacher to model all aspects-composition, proof reading and editing.</p> <p>Use the toolkit (success criteria) to evaluate writing.</p> <p>Exploration of and practical approaches to writing composition, proof-reading, editing and evaluation of writing.</p>

Throughout this journey children are taught correct letter formation. We have a handwriting scheme that allows children to progress and to identify what they need to do to improve on their handwriting and presentation.

Our progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage.

From Year 1 classes follow a progressive spelling scheme. Through exploring spelling patterns and rules we aim to create confident and proficient spellers. Children are taught to:

- spell accurately and to identify misspellings
- proofread their work for spellings
- recognise and use word origins and families
- use dictionaries and thesauruses

Children that require support to access the curriculum will be given a range of tools and strategies such as scaffolds, word mats, dictionaries and adult support to ensure they are successful.

Three times yearly we use published summative assessments to track the children's attainment in grammar, punctuation and spelling. Teachers make a judgement of attainment in writing, three times a year which is moderated internally and with other schools when possible.

Impact

Children at Platt will have the knowledge and skills to be able to write successfully and for a purpose and audience. Children will become confident writers who have the ability to plan, draft and edit their own work across the curriculum. By the time they leave Platt our children will be able to manipulate language, grammar and punctuation to create effect in their writing.

The impact of the Platt scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each journey there are opportunities where teachers can make a summative assessment of pupils' learning. Each lesson begins with a 'Recap and Recall' section to help make links with previous learning. Within each lesson teachers know