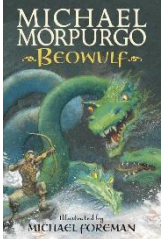




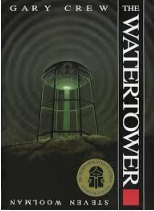
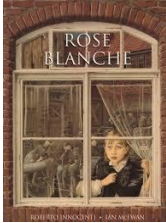

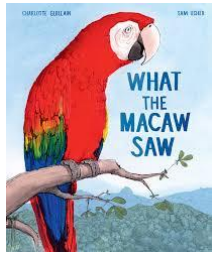
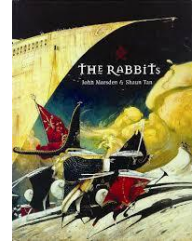
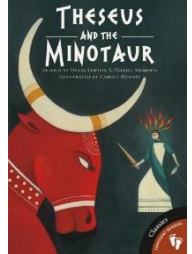
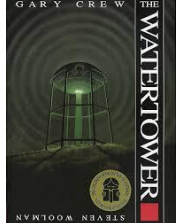


YEAR 5&6 YEAR A					
<u>Daily explicit teaching outside of the teaching sequence</u>		<u>Teach in the writing sequence</u>		<u>Lesson Design</u>	
<p>Handwriting Spell words using phonics and NC spellings Spell contractions and singular possession using the apostrophe Dictation of sentences for fluency</p>		<p>Write for a range of purposes Describe setting, character and atmosphere Draft sentences with a range of subordinating conjunctions Teach organisational devices and paragraphing using boxing up Teach headings, subheadings, bullet points and diagrams in non-fiction Teach levels of formality during composition</p>		<p>Orally rehearse to secure tense accuracy particularly progressive form and perfect tense Orally rehearse sentences with a wider range of subordinating conjunctions Dictate sentences to secure sentence fluency Compose sentences oral before writing Compose sentences where tense changes are accurately managed e.g. dialogue in a story Teach the rules of writing speech/dialogue Notice when a comma for clarity is required</p>	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Beowulf Michael Morpurgo</p> 	<p>Jotun – Journey of a Viking Literacy Shed animation</p> 	<p>The Arrival Shaun Tan</p> 	<p>Varmints Helen Ward</p> 	<p>Pandora Literacy Shed animation</p> 	<p>The Watertower Gary Crew</p> 

Fiction Unit: Historical retell	Fiction Unit: Narrative retell of journey including entering Valhalla	Fiction Unit: Narrative retell	Fiction Unit: Narrative retell – first person from the Varmints' PoV	Fiction Unit: Narrative retell of the arrival on Pandora	Fiction Unit: Narrative retell following Bubba's story
GRAMMAR 1. Expanded noun phrases with prepositions and adverbs 2. Use inverted commas in speech to build character 3. Use coordination and subordination in a sentence	GRAMMAR 1. Use dialogue to advance the action 2. Use active and passive voice 3. Relative Clauses with commas	GRAMMAR 1. Modal verbs 2. Embedded and relative clauses with commas 3. Expanded noun phrases with prepositions and adverbs	GRAMMAR 1. Use dialogue to advance the action 2. Move the position of the subordinate clause using commas 3. Cohesive devices across paragraphs	GRAMMAR 1. Parenthesis (commas) 2. Colon to intro list and Semi colons to separate items 3. Cohesive devices too link paragraphs	GRAMMAR 1. Verb tense variety inc. formal language structures 2. Apply and control a variety of sentence structures – commas for clauses 3. Colons, semi colons
Faction Unit: Non-Chron report	Faction Unit: Persuasion – persuade the Vikings to enter Valhalla	Faction Unit: Balanced Argument	Faction Unit: Non-Chron reports on varmints	Faction Unit: Non-Chron report on Pandora	Faction Unit: Scientific Report on the water in the tower
GRAMMAR 1. Expanded noun phrases with precise nouns 2. Use commas for subordination	GRAMMAR 1. Use embedded relative clauses with commas 2. Use commas for subordination	GRAMMAR 1. Parenthesis: dashes and brackets 2. Use a variety of verb tenses accurately. inc. perfect tense and passive voice	GRAMMAR 1. Use cohesive devices within paragraphs. 2. Colon to intro list and Semi colons to separate items (additional skill: hyphens to avoid ambiguity)	GRAMMAR 1. Colon to intro list and Semi colons to separate items 2. Relative/embedded clauses	GRAMMAR 1. Use cohesive devices within paragraphs. 2. Apply and control a variety of punctuation, e.g. “ , (- ; :

YEAR 5&6 YEAR B					
<u>Daily explicit teaching outside of the teaching sequence</u>		<u>Teach in the writing sequence</u>		<u>Lesson Design</u>	
<p>Handwriting Spell words using phonics and NC spellings Spell contractions and singular possession using the apostrophe Dictation of sentences for fluency</p>		<p>Write for a range of purposes Describe setting, character and atmosphere Draft sentences with a range of subordinating conjunctions Teach organisational devices and paragraphing using boxing up Teach headings, subheadings, bullet points and diagrams in non-fiction Teach levels of formality during composition</p>		<p>Orally rehearse to secure tense accuracy particularly progressive form and perfect tense Orally rehearse sentences with a wider range of subordinating conjunctions Dictate sentences to secure sentence fluency Compose sentences oral before writing Compose sentences where tense changes are accurately managed e.g. dialogue in a story Teach the rules of writing speech/dialogue Notice when a comma for clarity is required</p>	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Rose Blanche Christophe Gallaz and Roberto Innocenti</p> 	<p>Germans in the Wood Literacy Shed animation</p> 	<p>What the Macaw Saw Charlotte Guillain</p> 	<p>The Rabbits John Marsden</p> 	<p>Theseus and the Minotaur Hugh Lupton and Daniel Morden</p> 	<p>The Watertower Gary Crew</p> 

Fiction Unit: Narrative retell from the boy in the back of the van's point of view	Fiction Unit: Narrative retell of events	Fiction Unit: Narrative retell	Fiction Unit: Narrative retell from the rabbits' PoV	Fiction Unit: Narrative retell with innovation	Fiction Unit: Narrative retell following Bubba's story
GRAMMAR 1. Expanded noun phrases with prepositions and adverbs 2. Use inverted commas in speech to build character 3. Use coordination and subordination in a sentence	GRAMMAR 1. Use dialogue to advance the action 2. Use active and passive voice 3. Relative Clauses with commas	GRAMMAR 1. Modal verbs 2. Embedded and relative clauses with commas 3. Expanded noun phrases with prepositions and adverbs	GRAMMAR 1. Use dialogue to advance the action 2. Move the position of the subordinate clause using commas 3. Cohesive devices across paragraphs	GRAMMAR 1. Parenthesis (commas) 2. Colon to intro list and Semi colons to separate items 3. Cohesive devices too link paragraphs	GRAMMAR 1. Verb tense variety inc. formal language structures 2. Apply and control a variety of sentence structures – commas for clauses 3. Colons, semi colons
Faction Unit: Persuasive letter to the authorities from Rose asking them to stop	Faction Unit: Letter reply (Agony Aunt style)	Faction Unit: Formal letter of persuasive to stop deforestation	Faction Unit: Balanced Argument – should we allow other rabbits to settle/trade?	Faction Unit: Non-Chron report on the minotaur	Faction Unit: Scientific Report on the water in the tower
GRAMMAR 1. Expanded noun phrases with precise nouns 2. Use commas for subordination	GRAMMAR 1. Use embedded relative clauses with commas 2. Use commas for subordination	GRAMMAR 1. Parenthesis: dashes and brackets 2. Use a variety of verb tenses accurately. inc. perfect tense and passive voice	GRAMMAR 1. Use cohesive devices within paragraphs. 2. Colon to intro list and Semi colons to separate items (additional skill: hyphens to avoid ambiguity)	GRAMMAR 1. Colon to intro list and Semi colons to separate items 2. Relative/embedded clauses	GRAMMAR 1. Use cohesive devices within paragraphs. 2. Apply and control a variety of punctuation, e.g. “ , (- ; :



St John's Primary School
Writing Long Term Plan

