

Webheath Academy primary School Long Term Writing Overview

	Fiction	Non Fiction	Poetry
Year 1	<ul style="list-style-type: none"> • To write sentences to describe characters • To write stories which mimic the style of an author e.g. repetition language, predictable phrases • To write stories that use the language traditional tales. • To write stories that use the language of fairy tales • To write narrative in a familiar setting to convey a series of events in structured sentences 	<ul style="list-style-type: none"> • Present information to convey my thoughts and ideas • To write to inform of my thoughts and ideas to a given audience in the style of an informal letter • To write a recount using structured sentences which are organised • To write a set of instructions using a sequence of commands • To write lists, labels and captions to inform the reader on a given subject • To present information so it makes sense to the reader 	<ul style="list-style-type: none"> • Write a humorous poem • To write poems with pattern and rhyme
Year 2	<ul style="list-style-type: none"> • To write narrative set in a familiar settings which children have experienced in structured sequential sentences • To write a narrative diary/ journal in first person sequencing events chronologically • To write an alternative story that use the language of fairy tales • To write descriptions of imaginary settings 	<ul style="list-style-type: none"> • To find information and present a non-chronological report • To use lists to inform • To use headings, captions and labels to inform and guide the reader on a given subject • To use an informal tone to communicate thoughts, ideas and opinions to a familiar audience e.g. postcards, letter • To write a set of instructions using a sequence of commands • To organise information into suitable categories and present in an orderly way • To write a recount using structured sentences which are sequenced to guide the reader 	<ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description • To write nonsense poems and limericks • To write poems that mimic significant authors

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Year 3	<ul style="list-style-type: none"> To write a narrative inspired by reading across the curriculum. To write narrative set in a historical setting Create characters, settings and plots To write narratives set in a familiar setting using a range of descriptive phrases To begin to use some figurative language e.g. simile and metaphor To write a diary in first person conveying thoughts and actions of character To write an adventure story To write a mythical story 	<ul style="list-style-type: none"> To write a recount of events using sequenced paragraphs to guide the reader To write a non-chronological report where ideas are grouped and organised To use organisational devices such as headings, sub-headings to guide the reader To write a letter using appropriate tone, grammar and punctuation To write persuasively To write explanations To write a set of instructions using a series of sequential commands which use the appropriate grammar and tone for a given audience 	<ul style="list-style-type: none"> Learn by heart and perform a significant poem Write haiku Write cinquain Write poems that convey an image (simile, word play, rhyme and metaphor)
Year 4	<ul style="list-style-type: none"> Write stories that contain mythical, legendary or historical characters or events. To write an adventure story beginning to use techniques to build suspense Create characters, settings and plots using a range of sentences to engage the reader and create imagery To write stories using devices to build tension and suspense To write a diary in first person conveying thoughts, actions and emotion of character 	<ul style="list-style-type: none"> To prepare and write a script for a chosen purpose and audience To write a set of instructions using a series of sequential commands which use the appropriate grammar and tone for a given audience To write an explanation to inform the reader using a series of organised paragraphs To write a non-chronological report where ideas are grouped and in organised paragraphs To use a range of organisational features to present information and guide the reader 	<ul style="list-style-type: none"> Further explore poetry and learn by heart Recognise some different forms of poetry by their features To write free verse poetry for performance Perform poetry demonstrating an awareness of intonation, tone, volume and action

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		<ul style="list-style-type: none"> To write an argument using features identified through reading To write in a journalistic style 	
Year 5	<ul style="list-style-type: none"> To write a diary/ memoir in first person using appropriate form and features To write character and setting descriptions which create vivid imagery To write stories where descriptions of character, settings and atmosphere advances drawing on techniques of authors Write stories that contain historical characters and events which draw on language and aspects of period To write moral or ethical stories 	<ul style="list-style-type: none"> To write a non- chronological report where ideas are organised into cohesive paragraphs To use a wider range of organisational devices and structure techniques to guide the reader e.g. underlining, bullet points, headings To write letter considering the formality and purpose for the audience Write to persuasively using appropriate form for purpose and audience To write formally To prepare and write a script which demonstrates awareness of purpose and audience through language choice and form. 	<ul style="list-style-type: none"> Perform poetry demonstrating an awareness of intonation, tone, volume and action with an audience in mind. To learn a wider range of poetry by heart Make comparisons between different poetry forms
Year 6	<ul style="list-style-type: none"> To write stories where descriptions of character, settings and atmosphere advances drawing on techniques of authors To write descriptions of character and setting using figurative language for purposeful effect To write a narrative, letters and biographies which are inspired from across the curriculum To write a diary in first person recounting an event using appropriate form and features to 	<ul style="list-style-type: none"> To write a non- chronological report where ideas are organised in and across cohesive paragraphs To use further organisational devices and presentational devices to structure text and guide the reader To write persuasively effectively choosing levels of formality and language for the audience To write a letter which considers purpose and audience through choice of language and form 	<ul style="list-style-type: none"> Write poems that convey an image (simile, word play, rhyme and metaphor). To recognise different forms of poetry and identify their features To explore and draw upon poetic techniques to create poetry To learn by heart a significant poem and perform demonstrating effective intonation, tone, volume and action

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	<p>convey the a specific perspective of the time</p> <ul style="list-style-type: none">• To write stories with mystery and suspense drawing on techniques of authors• To write adventure stories drawing on techniques of authors for effect	<ul style="list-style-type: none">• To write an argument using techniques with the intention to draw the reader to an opinion	
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