

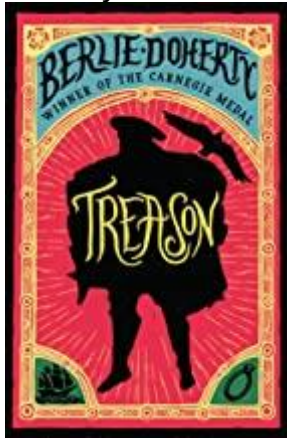


Writing Long Term Planning Class 3 Year 5 and 6

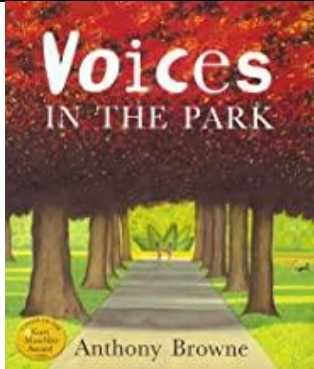
Progression in terms of independence and development as writers:

Term	Main Focus	
Autumn 1	Authorial Craft and Paragraph Cohesion	
Autumn 2	Perspective and Literary Language	
Spring 1	Information, Organisation and Formality	
Spring 2	Argument, Persuasion and Viewpoint	
Summer 1	Manipulating Reader Response	
Summer 2	Independent Authorial Application	

Cycle 1 2025

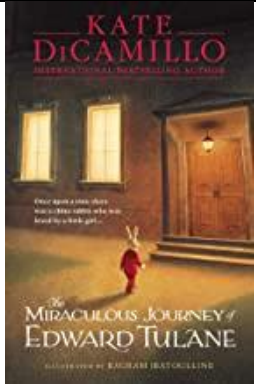
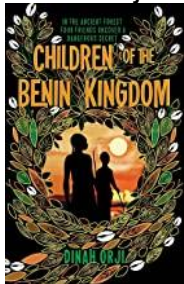
Term	Quality Text	Spoken Language (based on Oracy Cambridge Voice 21)	Grammar, spelling and punctuation	Writing Outcomes	Published Piece
Autumn A	Treason by Berlie Doherty  Children will also be exposed to quality examples of a diary, character and setting description prior to writing for the purpose.	When reading aloud diaries/narratives/setting descriptions, children to use: Correct grammar (colloquialisms, dialect and slang being appropriate here to add realism) and register (an informal register would be appropriate here), being aware of the social situation. They should be able to add in liveliness and flair, conveying the character and their feelings/emotions. Reading aloud opportunities to develop	Write dialogue and punctuate accurately Use dialogue to advance the action of a narrative e.g. <i>Everyone had started to yell simultaneously and the noise was ballooning out of control, "ENOUGH!" mum roared with surprising ferocity. "Put that spanner back and sit down, NOW!"</i> Use a colon to introduce a list and to punctuate bullet points accurately. First person e.g. <i>I trundled on slowly; it was all looking decidedly bleak for me...What might I do? Where might I go?</i>	Character description. Setting description. Diary entry. Narrative story	Diary. Narrative Story.

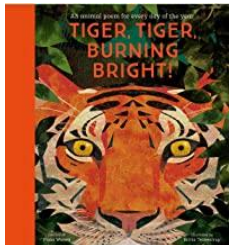
		fluency in oracy and reading: Pace: A skilled speaker will talk at a speed which allows listeners sufficient time to process what is said, while also avoiding excessive pausing or hesitation. Tonal variation: Especially in a public speaking situation, a speaker should be assessed on how they use variations in emphasis, volume and pitch to enhance the meaning of their speech.	Synonyms and Antonyms e.g. <i>instead of a 'sad day' it could be a 'bleak day'.</i> Pronoun or noun Fronted adverbials e.g. <i>Stumbling along blindly, I reached out for that wretched door handle.</i> Formal and Informal Writing (Yr 6) e.g. <i>Formal: The situation was becoming increasingly concerning</i> <i>Informal: Things were getting out of hand.</i> Expanded Noun Phrases e.g. <i>'I crawled along the dank, decaying passageway.'</i> Prepositional Phrases e.g. <i>under the table, out of sight.</i> Cohesion within Paragraphs		
Autumn B	Voices in the Park by Anthony Brown	When composing and reading aloud poetry	Using commas to clarify meaning e.g. <i>'Bill claims Joe is the best bowler in the team' or</i>	Poem. Descriptive language.	Poem. Narrative Story.

	 Children will also be exposed to quality examples of a book recommendation, character and setting description prior to writing for the purpose.	including oral rehearsal for editing purposes: Self assurance- how well children manage nervousness and whether they are able to overcome this to perform. Be able to read with liveliness and flair, enaging and interesting the reader. Use of vocabulary and rhetorical devices with a specific awareness of how this effects the listener e.g. use of simile and metaphor to enhance meaning	<i>'Bill, claims Joe, is the best bowler in the team.'</i> Paragraphs. Inverted Commas. <i>e.g. "Help me! I cannot remember where I left my door key," pleaded Joe.</i>	Character description Setting Description. Book recommendation.	
Autumn B (1 week mini project)	Brownie Trees 	When verbally giving instructions. Being aware of the use of Register, recognising that this needs to be appropriate for instruction giving (e.g. no 'flowery' language,	Layout devices e.g. Headings and subheadings, introductory sentence to draw the reader in. Use of imperative verbs <i>e.g. whisk, mix, combine</i> Use of adverbs, prepositions and conjunctions to add detail	Recipe (instructional). Descriptive paragraph.	Recipe

	Children will also be exposed to quality examples of a recipe and descriptive paragraph prior to writing for the purpose.	needs to be clear, precise and concise). Be aware of time and manage this in relation to what they have to say- ensuring that the instructions are given in due time so that the baking happens and biscuits are ready. Children need to be able to manage the social and emotional side of oracy e.g. Being confident to take turns and listen to instructions. This will ensure the activity is successful	e.g. Gently sift the flour into the bowl, so that it is fine and easy to mix. Modal verbs to indicate possibility e.g. you could use chocolate or rainbow sprinkles to decorate your biscuits. Semi-colons, colons and dashes (Yr 6) Crack the egg on the side of the bowl-being careful not to get shell in your recipe.		
Spring A	Day of the Dead (Literacy Shed) 	When orally sharing and presenting their information leaflet, they need to be able to: Show an awareness of audience, respecting what their audience knows already.	Using the passive (Yr 6) e.g. <i>the floats were followed by the crowds.</i> Commas/brackets/ dashes to indicate parenthesis e.g. <i>Decorated garlands, made from exotic blooms, hung around their necks.</i> Relative Clause e.g. <i>The musicians, who were</i>	Setting description. Information leaflet. Diary extract	Information leaflet

	Children will also be exposed to quality examples of a information leaflet, diary extract and setting description prior to writing for the purpose.	Summarise information so that it is 'digestible'. Choose their content, so that it is relevant and interesting to the task. Use a more formal register and grammar as appropriate to a presentation of factual information. Use of appropriate level of eye contact and facial expression as appropriate to a presentation task. Use of tonal variety, pace and projection of voice as appropriate to a presentation.	<i>mesmerising in their intensity, had the crowd transfixed.</i> Determiners. Tenses e.g. present progressive: <i>They were strumming gentle on their guitars.</i> Linking paragraphs using adverbials.		
Spring B	Edward Tulane by Kate DiCamillo	Reading aloud opportunities to develop fluency in oracy and reading:	Hyphens. Cohesion across paragraphs (Yr 6) e.g. <i>eventually, finally</i>	Dream description. Setting Description.	Rewrite a fairy tale. Letter

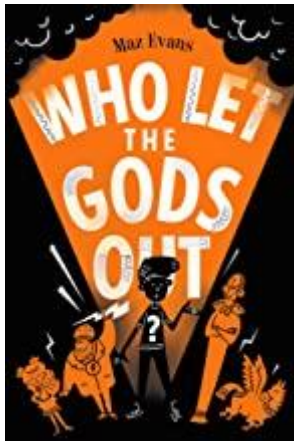
	 Children will also be exposed to quality examples of a dream description, missing person advert, fairy tale and letter prior to writing for the purpose.	Pace: A skilled speaker will talk at a speed which allows listeners sufficient time to process what is said, while also avoiding excessive pausing or hesitation. Tonal variation: Especially in a public speaking situation, a speaker should be assessed on how they use variations in emphasis, volume and pitch to enhance the meaning of their speech.	Standard English Verb Inflections e.g. was-were Inverted Commas (All). Formal and informal speech <i>Formal: Edward addressed his audience proudly, attempting to convey his message. Informal: Edward told everyone what he wanted.</i> Plural and Possessive's' e.g. <i>Edward's ruby red jacket</i>	Missing Person advert.	
Summer A	Children of the Kingdom of Benin by Dinah Orji 	Able to guide and manage interactions, understanding and respecting different perspectives and viewpoints. Use of appropriate register and grammar when composing and	Apostrophes e.g. <i>apostrophes for missions: wouldn't and possession: boy's spear.</i> Fronted Adverbials e.g. Ambling slowly, <i>he continued on his pathway through the forest.</i> Pronoun or noun (All)	Diary entry Setting description Personal account	Letter from father to future daughter. Narrative from another perspective.

	Children will also be exposed to quality examples of a letter, setting description, personal account and a narrative from a different perspective.	reading aloud letters from father to daughter. Use of vocabulary to effect the listener e.g. to convey emotion, urgency etc... Use of rhetorical techniques e.g. anecdotes and jokes to convey meaning and effect the reader.	Synonyms and antonyms (Yr 6) e.g. <i>use of antonym 'horrendous' to show how the situation has changed from previously 'harmonious'.</i> Relative clause. <i>The pathway, which weaved precariously, brought them to an open clearing.</i>		
Summer B	Tiger, Tiger Burning Bright (poems) by Fiona Waters 	When composing and reading aloud poetry including oral rehearsal for editing purposes: Self assurance- how well children manage nervousness and whether they are able to overcome this to perform. Clarity of pronunciation so that others can understand. Use of vocabulary and rhetorical devices with a specific awareness of	Expanded noun phrases e.g. <i>use of simile: The Tiger's striking eyes, flashed like streaks of lightning across a barren sky.</i> <i>Use of personification: The towering trees, reached out their branches towards him.</i> Pathetic Fallacy e.g. <i>the raindrops wept around her.</i> (Y6) Using commas to clarify meaning. Semi-colons, colons and dashes (Yr 6) e.g. <i>a coat of beautiful,</i>	Review Figurative language	Poetry

		how this effects the listener e.g. use of simile and metaphor to enhance meaning. Use of gesture and posture to convey feeling and emotion.	<i>bold slashes-of which I longed to touch- was just out of my reach</i>		
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Cycle 2 2026-27

Term	Quality Text	Spoken Language (based on Oracy	Grammar, spelling and punctuation (word and sentence level)	Writing (text level) Outcomes	Published Piece

		Cambridge Voice 21)			
Autumn A/B	Who Let the God's Out by Maz Evans  Children will also be exposed to quality examples of press release and newspaper article prior to writing for the purpose.	Reading aloud opportunities to develop fluency in oracy and reading: Pace: A skilled speaker will talk at a speed which allows listeners sufficient time to process what is said, while also avoiding excessive pausing or hesitation. Tonal variation: Especially in a public speaking situation, a speaker should be assessed on how they use variations in emphasis, volume and pitch to enhance the meaning of their speech.	Fronted Adverbials e.g. <i>Flickering like lightning, the daemon eyes stared intensely forward.</i> Pronoun or noun Tenses e.g. <i>present perfect tense: they had been here before.</i> Expanded noun phrases e.g. <i>The jutting, jagged rocks emerged from the mist-covered land.</i> Paragraphs Inverted commas Synonyms and antonyms (Yr 6) e.g. instead of scary eyes: fear-invoking, petrifying, terrifying. Linking paragraphs using adverbials e.g. <i>Eventually, finally</i>	Descriptive writing. Figurative Language use. Press release. Explore sentence construction and the impact clauses have	Third Person Narrative Newspaper article

			Using commas to clarify meaning Modifying prepositional phrases e.g. <i>the goddess's robes, with glimmering jewels, cascaded down her body.</i> Cohesion within paragraphs		
Autumn B (1 week mini project)	Christmas Recipe Writing  Children will also be exposed to quality examples of instruction writing, descriptive writing and recipes prior to writing for the purpose.	When verbally giving instructions. Being aware of the use of Register, recognising that this needs to be appropriate for instruction giving (e.g. no 'flowery' language, needs to be clear, precise and concise). Be aware of time and manage this in relation to what they have to say-ensuring that the instructions are given in due time so that the baking	Layout devices e.g. Headings and subheadings, introductory sentence to draw the reader in. Use of imperative verbs e.g. <i>whisk, mix, combine</i> Use of adverbs, prepositions and conjunctions to add detail e.g. Gently sift the flour into the bowl, so that it is fine and easy to mix. Fronted Adverbials e.g. Licking my lips, I readied myself to taste the enticing biscuit. Linking paragraphs using adverbials	Descriptive writing Recipe	Instructions

		happens and biscuits are ready. Children need to be able to manage the social and emotional side of oracy e.g. Being confident to take turns and listen to instructions. This will ensure the activity is successful	Using modal verbs to indicate possibility e.g. <i>This may be the tastiest biscuit that has ever passed my lips!</i>		
Spring A	Kensuke's Kingdom by Michael Morpurgo  Children will also be exposed to quality examples of tanka and	When composing and reading aloud poetry including oral rehearsal for editing purposes: Self assurance- how well children manage nervousness and whether they are able to overcome this to perform. Use of vocabulary and rhetorical devices with a	Modal Verbs e.g. <i>Michael wondered if he would make it out alive...</i> Subordinate clause e.g. <i>he reached out for the ball, grasping it desperately.</i> Relative Clauses e.g. <i>Footsteps, which were imprinted in the soft sand, provided a clue that he was not alone on the island.</i> Determiners	Motif poetry Tanka Poem Precise text in a timeline To use figurative language	Narrative Haiku Poem

	motif poetry prior to writing for the purpose.	specific awareness of how this effects the listener e.g. use of simile and metaphor to enhance meaning.	Cohesion across paragraphs(Yr 6) Parenthesis e.g. <i>The leaves rustled (making me nervous), but I continued on.</i> Hyphens (Yr 6) e.g. <i>the beautiful-looking plants surrounded me.</i> Semi-colons, colons and dashes (Yr 6) e.g. <i>Michael was intrigued; he carried on stalking his way through the bushes.</i> Use of short sentences to create effect e.g. Disheartened. Desperate. Despondent. <i>Michael thought of his lost family.</i> Use of ellipsis e.g: For suspense or to show the trailing off of thought: <i>He wondered what lay ahead of him...</i>		
Spring B	Macbeth Literacy Shed	When orally debating and discussing as part of a balanced	Pronoun and nouns Parenthesis e.g. <i>She scrubbed at her hands -muttering</i>	Letter. Sequencing events.	Newspaper. Balanced argument.



Children will also be exposed to quality examples of a letter, newspaper, balanced argument and persuasive writing prior to writing for the purpose.

argument, children will:

Build on the **views of others**, drawing upon what others have said to support their own contributions.

Exercise judgement over what content is relevant and interesting for speakers to hear, given the particular situation and communicative task involved.

A skilled speaker will select and **organise the content of their talk** so that it is relevant, clear and comprehensible to listeners e.g. knowing that a debate is for airing and reconciling

manically under her breath- even though nothing was there!

Formal and informal language and writing

Using the passive e.g.
Looking like an innocent flower, she charged onward.

Apostrophes

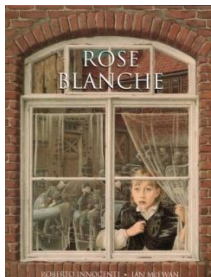
Informal and formal speech (Yr 6) e.g.

Formal: I ask you to consider my proposal.

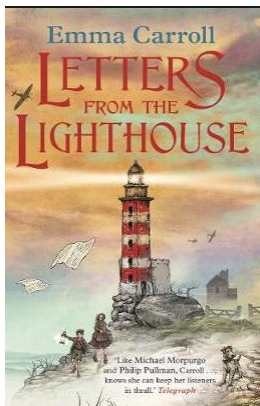
Informal: What do you think of this?

Standard English verb inflections e.g. were-was, did-done

Identifying and writing features in a balanced argument. Make predictions. Persuasive techniques.

		different points of view, and a 'play' is for the dramatic presentation of a narrative. Be able to give reasons to support views. Being able to summarise ideas and thinking.			
Summer A	Rose Blanche by Roberto Innocenti  Children will also be exposed to quality examples of setting descriptions, diary entry, emotive poetry and internal monologue prior to writing for the purpose.	Use of vocabulary and rhetorical devices with a specific awareness of how this effects the listener e.g. use of simile and metaphor to enhance meaning. When reading aloud diaries, children to use: Correct grammar (colloquialisms, dialect and slang being appropriate here to add	Relative Clauses e.g. <i>The girl, who was staring mournfully out of the window, reached out her hand.</i> Paragraphs Synonyms e.g. <i>scared= petrified, terrified, fearful.</i> Repetition for effect e.g. <i>Baffled, bemused, befuddled. I continued to look my fill.</i> Use of ellipsis e.g: for suspense or to show the trailing off of thought: <i>I</i>	Techniques to build tension and suspense in writing. To use figurative language To make predictions Journey mapping. Emotive poem.	Setting description. Internal monologue. Diary entry

		realism) and register (an informal register would be appropriate here), being aware of the social situation. They should be able to add in liveliness and flair, conveying the character and their feelings/emotions.	<i>wondered if I would ever feel like myself again...</i> Tenses -First person past tense e.g. <i>I thought to myself...this isn't right!</i> Parenthesis e.g. Rose (with her hands shaking like a leaf) entered the looming forest. Formal and informal language (Yr 6) e.g. Formal: <i>The situation was becoming increasingly concerning</i> Informal: <i>Things were getting out of hand.</i> Pronouns Commas to clarify meaning e.g. <i>'Bill claims Joe is the best bowler in the team' or 'Bill, claims Joe, is the best bowler in the team.</i> Plural and possessive 's' e.g.		
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			<i>Plural 's'- The boys' hands gripped the railings.</i> Standard English Verb Inflections e.g. <i>walk-walking or stand- standing</i>		
Summer B	Letters from the Lighthouse by Emma Carroll  Children will also be exposed to quality examples of persuasive letter writing, descriptive recounts and poetry prior to writing for the purpose.	When performing poems aloud a skilful communicator will: Pronounce words with suitable clarity and precision, without muttering or slurring them, so that the speaker is understood by their audience. Project their voices appropriately for the situation. When seeking to persuade orally a skilful communicator will: Use gesture and posture to give	Use of dialogue to convey character Using the passive voice (Yr 6) e.g. <i>a beautiful letter had been written by someone.</i> Hyphens (Yr 6) e.g. <i>This place had little-town charm!</i> Plural and possessive 's' e.g. <i>plural 's'- The boys' hands gripped the railings.</i> Tenses e.g. <i>past progressive: They were walking steadily</i>	Write a missing person's report. Write a descriptive recount. Persuasive letters. Poetry.	A persuasive letter A poem

		emphasis to what they are saying/feeling. Select and organise content so that it is appropriate for the context. Use rhetorical questioning and anecdotes to support their messaging.			
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