

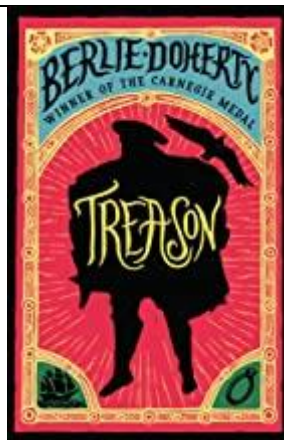


Writing Long Term Planning Class 3 Year 5 and 6

Cycle 1 2025

Our curriculum is currently evolving due to changes in mixed aged classes for this academic year

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	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	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>	Character description. Setting description. Diary entry. Narrative story	Diary. Narrative Story.



Children will also be exposed to quality examples of a diary, character and setting description prior to writing for the purpose.

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 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

Use a colon to introduce a list and to punctuate bullet points accurately.

First person e.g. *I trundled on slowly; it was all looking decidedly bleak for me...What might I do? Where might I go?*

Synonyms and Antonyms e.g. *instead of a 'sad day' it could be a 'bleak day'.*

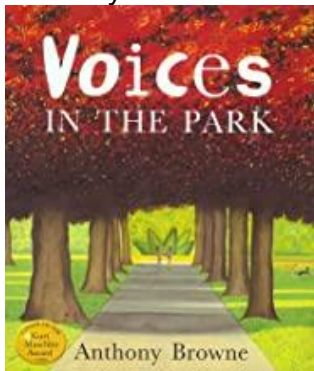
Pronoun or noun


Fronted adverbials e.g. ***Stumbling along blindly, I reached out for that wretched door handle.***


Formal and Informal Writing (Yr 6) e.g.

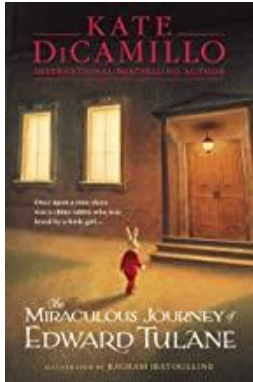
Formal: The situation was becoming increasingly concerning


Informal: Things were getting out of hand.

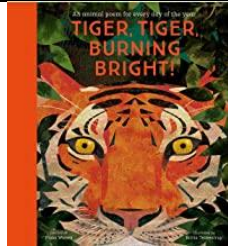
		<p>meaning of their speech.</p>	<p>Expanded Noun Phrases e.g. <i>'I crawled along the dank, decaying passageway.'</i></p> <p>Prepositional Phrases e.g. <i>under the table, out of sight.</i></p> <p>Cohesion within Paragraphs</p>		
Autumn B	<p>Voices in the Park by Anthony Brown</p>  <p>Children will also be exposed to quality examples of a book recommendation, character and setting description prior to writing for the purpose.</p>	<p>When composing and reading aloud poetry including oral rehearsal for editing purposes:</p> <p>Self assurance- how well children manage nervousness and whether they are able to overcome this to perform.</p> <p>Be able to read with liveliness and flair, enaging and interesting the reader.</p> <p>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</p>	<p>Using 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></p> <p>Paragraphs.</p> <p>Inverted Commas.</p> <p>e.g. <i>"Help me! I cannot remember where I left my door key," pleaded Joe.</i></p>	<p>Poem.</p> <p>Descriptive language.</p> <p>Character description</p> <p>Setting</p> <p>Description.</p> <p>Book recommendation.</p>	<p>Poem.</p> <p>Narrative Story.</p>

Autumn B (1 week mini project)	<p>Brownie Trees</p>  <p>Children will also be exposed to quality examples of a recipe and descriptive paragraph prior to writing for the purpose.</p>	<p>When verbally giving instructions.</p> <p>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 happens and biscuits are ready.</p> <p>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</p>	<p>Layout devices e.g. Headings and subheadings, introductory sentence to draw the reader in.</p> <p>Use of imperative verbs e.g. <i>whisk, mix, combine</i></p> <p>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.</p> <p>Modal verbs to indicate possibility e.g. you could use chocolate or rainbow sprinkles to decorate your biscuits.</p> <p>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.</p>	Recipe (instructional). Descriptive paragraph.	Recipe
--------------------------------	---	---	--	--	--------

Spring A	<p>Day of the Dead (Literacy Shed)</p>  <p>Children will also be exposed to quality examples of a information leaflet, diary extract and setting description prior to writing for the purpose.</p>	<p>When orally sharing and presenting their information leaflet, they need to be able to:</p> <p>Show an awareness of audience, respecting what their audience knows already.</p> <p>Summarise information so that it is 'digestible'.</p> <p>Choose their content, so that it is relevant and interesting to the task.</p> <p>Use a more formal register and grammar as appropriate to a presentation of factual information.</p> <p>Use of appropriate level of eye contact and facial expression as appropriate to a presentation task.</p> <p>Use of tonal variety, pace and projection of</p>	<p>Using the passive (Yr 6) e.g. <i>the floats were followed by the crowds.</i></p> <p>Commas/brackets/ dashes to indicate parenthesis e.g. <i>Decorated garlands, made from exotic blooms, hung around their necks.</i></p> <p>Relative Clause e.g. <i>The musicians, who were mesmerising in their intensity, had the crowd transfixed.</i></p> <p>Determiners.</p> <p>Tenses e.g. present progressive: <i>They were strumming gentle on their guitars.</i></p> <p>Linking paragraphs using adverbials.</p>	<p>Setting description. Information leaflet. Diary extract</p>	<p>Information leaflet</p>
----------	---	--	--	--	----------------------------

		voice as appropriate to a presentation.			
Spring B	<p>Edward Tulane by Kate DiCamillo</p>  <p>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.</p>	<p>Reading aloud opportunities to develop fluency in oracy and reading:</p> <p>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.</p> <p>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.</p>	<p>Hyphens.</p> <p>Cohesion across paragraphs (Yr 6) e.g. eventually, finally</p> <p>Standard English Verb Inflections e.g. was-were</p> <p>Inverted Commas (All).</p> <p>Formal and informal speech <i>Formal: Edward addressed his audience proudly, attempting to convey his message. Informal: Edward told everyone what he wanted.</i></p> <p>Plural and Possessive's' e.g. <i>Edward's ruby red jacket</i></p>	<p>Dream description. Setting Description. Missing Person advert.</p>	<p>Rewrite a fairy tale. Letter</p>

Summer A	<p>Children of the Kingdom of Benin by Dinah Orji</p>  <p>Children will also be exposed to quality examples of a letter, setting description, personal account and a narrative from a different perspective.</p>	<p>Able to guide and manage interactions, understanding and respecting different perspectives and viewpoints.</p> <p>Use of appropriate register and grammar when composing and reading aloud letters from father to daughter.</p> <p>Use of vocabulary to effect the listener e.g. to convey emotion, urgency etc...</p> <p>Use of rhetorical techniques e.g. anecdotes and jokes to convey meaning and effect the reader.</p>	<p>Apostrophes e.g. <i>apostrophes for missions: wouldn't and possession: boy's spear.</i></p> <p>Fronted Adverbials e.g. Ambling slowly, <i>he continued on his pathway through the forest.</i></p> <p>Pronoun or noun (All)</p> <p>Synonyms and antonyms (Yr 6) e.g. <i>use of antonym 'horrendous' to show how the situation has changed from previously 'harmonious'.</i></p> <p>Relative clause.</p> <p><i>The pathway, which weaved precariously, brought them to an open clearing.</i></p>	<p>Diary entry Setting description Personal account</p>	<p>Letter from father to future daughter. Narrative from another perspective.</p>
Summer B	<p>Tiger, Tiger Burning Bright (poems) by Fiona Waters</p>	<p>When composing and reading aloud poetry including oral rehearsal for editing purposes:</p> <p>Self assurance- how well children manage nervousness and whether they are able to</p>	<p>Expanded noun phrases</p> <p><i>e.g. use of simile: The Tiger's striking eyes, flashed like streaks of lightning across a barren sky.</i></p>	<p>Review Figurative language</p>	<p>Poetry</p>



overcome this to perform.

Clarity of pronunciation so that others can understand.

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.

Use of **gesture and posture** to convey feeling and emotion.

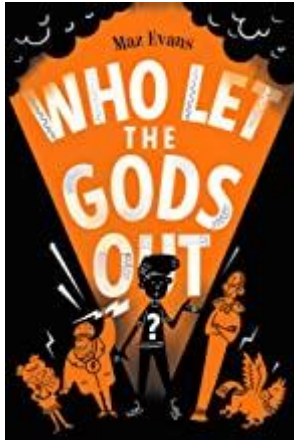
*Use of personification: The **towering** trees, reached out their branches towards him.*


Pathetic Fallacy e.g. *the raindrops **wept** around her.* (Y6)

Using commas to clarify meaning.

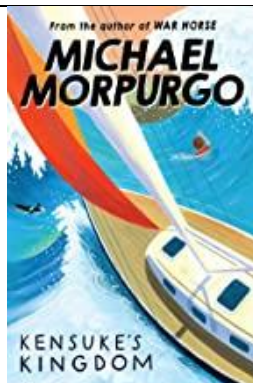
Semi-colons, colons and dashes (Yr 6) e.g. *a coat of beautiful, bold slashes-**of which I longed to touch-** was just out of my reach*

Cycle 2

Term	Quality Text	Spoken Language (based on Oracy Cambridge Voice 21)	Grammar, spelling and punctuation (word and sentence level)	Writing (text level) Outcomes	Published Piece
Autumn A/B	<p>Who Let the God's Out by Maz Evans</p>  <p>Children will also be exposed to quality examples of press release and newspaper article prior to writing for the purpose.</p>	<p>Reading aloud opportunities to develop fluency in oracy and reading:</p> <p>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.</p> <p>Tonal variation: Especially in a public speaking situation, a speaker should be</p>	<p>Fronted Adverbials e.g. <i>Flickering like lightning</i>, the <i>daemon eyes stared intensely forward</i>.</p> <p>Pronoun or noun</p> <p>Tenses e.g. <i>present perfect tense: they had been here before</i>.</p> <p>Expanded noun phrases e.g. <i>The jutting, jagged rocks emerged from the mist-covered land</i>.</p> <p>Paragraphs</p> <p>Inverted commas</p>	<p>Descriptive writing. Figurative Language use. Press release. Explore sentence construction and the impact clauses have</p>	<p>Third Person Narrative</p> <p>Newspaper article</p>

		<p>assessed on how they use variations in emphasis, volume and pitch to enhance the meaning of their speech.</p>	<p>Synonyms and antonyms (Yr 6) e.g. instead of scary eyes: fear-invoking, petrifying, terrifying.</p> <p>Linking paragraphs using adverbials e.g. Eventually, finally</p> <p>Using commas to clarify meaning</p> <p>Modifying prepositional phrases e.g. <i>the goddess's robes, with glimmering jewels, cascaded down her body.</i></p> <p>Cohesion within paragraphs</p>		
Autumn B (1 week mini project)	<p>Christmas Recipe Writing</p>  <p>Children will also be exposed to quality examples of instruction writing, descriptive writing</p>	<p>When verbally giving instructions.</p> <p>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).</p>	<p>Layout devices e.g. Headings and subheadings, introductory sentence to draw the reader in.</p> <p>Use of imperative verbs e.g. <i>whisk, mix, combine</i></p> <p>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.</p>	Descriptive writing Recipe	Instructions

	and recipes prior to writing for the purpose.	<p>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.</p> <p>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</p>	<p>Fronted Adverbials e.g. Licking my lips, I readied myself to taste the enticing biscuit.</p> <p>Linking paragraphs using adverbials</p> <p>Using modal verbs to indicate possibility e.g. This may be the tastiest biscuit that has ever passed my lips!</p>		
Spring A	Kensuke's Kingdom by Michael Morpurgo	<p>When composing and reading aloud poetry including oral rehearsal for editing purposes:</p> <p>Self assurance-how well children manage</p>	<p>Modal Verbs e.g. Michael wondered if he would make it out alive...</p> <p>Subordinate clause e.g. he reached out for the ball, grasping it desperately.</p>	<p>Motif poetry Tanka Poem Precise text in a timeline To use figurative language</p>	<p>Narrative Haiku Poem</p>



Children will also be exposed to quality examples of tanka and motif poetry prior to writing for the purpose.

nervousness and whether they are able to overcome this to perform.

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.

Relative Clauses e.g. *Footsteps, **which were imprinted in the soft sand**, provided a clue that he was not alone on the island.*

Determiners


Cohesion across paragraphs(Yr 6)

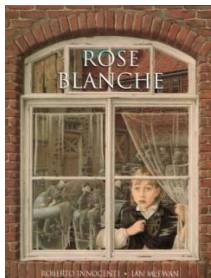
Parenthesis e.g. *The leaves rustled (**making me nervous**), but I continued on.*

Hyphens (Yr 6) e.g. *the **beautiful-looking** plants surrounded me.*

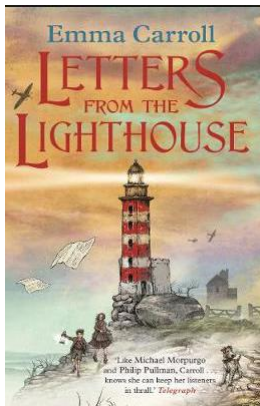
Semi-colons, colons and dashes (Yr 6) e.g. *Michael was intrigued; he carried on stalking his way through the bushes.*

Use of short sentences to create effect e.g. **Disheartened. Desperate. Despondent.** *Michael thought of his lost family.*
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	<p>Macbeth Literacy Shed</p>  <p>Children will also be exposed to quality examples of a letter, newspaper, balanced argument and persuasive writing prior to writing for the purpose.</p>	<p>When orally debating and discussing as part of a balanced argument, children will:</p> <p>Build on the views of others, drawing upon what others have said to support their own contributions.</p> <p>Exercise judgement over what content is relevant and interesting for speakers to hear, given the particular situation and communicative task involved.</p> <p>A skilled speaker will select and organise the</p>	<p>Pronoun and nouns</p> <p>Parenthesis e.g. <i>She scrubbed at her hands -muttering manically under her breath- even though nothing was there!</i></p> <p>Formal and informal language and writing</p> <p>Using the passive e.g. <i>Looking like an innocent flower, she charged onward.</i></p> <p>Apostrophes</p> <p>Informal and formal speech (Yr 6) e.g.</p> <p><i>Formal: I ask you to consider my proposal.</i></p> <p><i>Informal: What do you think of this?</i></p>	<p>Letter.</p> <p>Sequencing events.</p> <p>Identifying and writing features in a balanced argument.</p> <p>Make predictions.</p> <p>Persuasive techniques.</p>	<p>Newspaper.</p> <p>Balanced argument.</p>

		<p>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 different points of view, and a 'play' is for the dramatic presentation of a narrative.</p> <p>Be able to give reasons to support views.</p> <p>Being able to summarise ideas and thinking.</p>	Standard English verb inflections e.g. <i>were-was, did-done</i>		
Summer A	<p>Rose Blanche by Roberto Innocenti</p>  <p>Children will also be exposed to quality</p>	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.	<p>Relative Clauses e.g. <i>The girl, who was staring mournfully out of the window, reached out her hand.</i></p> <p>Paragraphs</p> <p>Synonyms e.g. <i>scared= petrified, terrified, fearful.</i></p>	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

	<p>examples of setting descriptions, diary entry, emotive poetry and internal monologue prior to writing for the purpose.</p>	<p>When reading aloud diaries, children to use:</p> <p>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.</p> <p>They should be able to add in liveliness and flair, conveying the character and their feelings/emotions.</p>	<p>Repetition for effect e.g. <i>Baffled, bemused, befuddled. I continued to look my fill.</i></p> <p>Use of ellipsis e.g: for suspense or to show the trailing off of thought: <i>I wondered if I would ever feel like myself again...</i></p> <p>Tenses -First person past tense e.g. <i>I thought to myself...this isn't right!</i></p> <p>Parenthesis e.g. <i>Rose (with her hands shaking like a leaf) entered the looming forest.</i></p> <p>Formal and informal language (Yr 6) e.g. <i>Formal: The situation was becoming increasingly concerning</i></p> <p><i>Informal: Things were getting out of hand.</i></p> <p>Pronouns</p>		
--	---	---	---	--	--

			<p>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></p> <p>Plural and possessive 's' e.g.</p> <p><i>Plural 's'- The boys' hands gripped the railings.</i></p> <p>Standard English Verb Inflections e.g. <i>walk-walking or stand- standing</i></p>		
Summer B	<p>Letters from the Lighthouse by Emma Carroll</p>  <p>Children will also be exposed to quality examples of persuasive</p>	<p>When performing poems aloud a skilful communicator will:</p> <p>Pronounce words with suitable clarity and precision, without muttering or slurring them, so that the speaker is understood by their audience.</p> <p>Project their voices</p>	<p>Use of dialogue to convey character</p> <p>Using the passive voice (Yr 6) e.g. <i>a beautiful letter had been written by someone.</i></p> <p>Hyphens (Yr 6) e.g. <i>This place had little-town charm!</i></p> <p>Plural and possessive 's' e.g. <i>plural 's'- The boys' hands gripped the railings.</i></p> <p>Tenses e.g. <i>past progressive: They were walking steadily</i></p>	<p>Write a missing person's report. Write a descriptive recount. Persuasive letters. Poetry.</p>	<p>A persuasive letter A poem</p>

	<p>letter writing, descriptive recounts and poetry prior to writing for the purpose.</p>	<p>appropriately for the situation.</p> <p>When seeking to persuade orally a skilful communicator will:</p> <p>Use gesture and posture to give emphasis to what they are saying/feeling.</p> <p>Select and organise content so that it is appropriate for the context.</p> <p>Use rhetorical questioning and anecdotes to support their messaging.</p>			
--	--	---	--	--	--

