



The Best That You Can Be

Devonshire Primary Academy

Long Term Overview – Writing



	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
N	Journey / Quest/ Adventure/Cumulative Goldilocks and the Three Little Bears	Warning Story The Three Little Pigs		Fear/Beat the monster/ Suspense The Three Billy Goats Gruff		Journey / Quest/ Adventure/Cumulative The Gingerbread Man		Journey / Quest/ Adventure/Cumulative Chicken Licken		Journey / Quest/ Adventure/Cumulative Jack and the Beanstalk	
R	Warning Story The Three Little Pigs	Fear/Beat the monster/ Suspense The Three Billy Goats Gruff		Journey / Quest/ Adventure/Cumulative Little Red Hen		Journey / Quest/ Adventure/Cumulative Goldilocks and the Three Bears		Journey / Quest/ Adventure/Cumulative Jack and the Beanstalk		Fantasy/Meeting Billy's Bucket	
		PVPG		Application	Incidental	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental
Y1	Secure Phase 3 Secure letter formation Lists, labels and captions	PVPG Y1		Unit Guide – Non-chronological report: Toy Man	- report linked to wider curriculum	Little Red Riding Hood	- a shape poem - retell of known story	Whatever Next	Recount The Way Back Home – Literacy Shed video as stimulus (model on Drive)	Three Billy Goats Gruff (How to teach story writing at KS1 p23)	- recount of real experience - instructions
	PVPG	Application	Incidental	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental
Y2	PVPG Y2	Unit Guide – Non-chronological report: Mini-beasts	- retell a known story - tongue twisters	The Papaya That Spoke	- a recount of a real event/experience - instructions	The Storm Whale – Benji Davies as stimulus (Teacher generated model of setting)	- a diary entry in role - a persuasive letter	Non-chron report about an animal (Foxes - drive)	- an innovation/extra event for a known story - haiku	Life cycle (Teacher generated model)	A longer narrative using class novel/videos as stimulus
Y3	PVPG – Year 3	Unit Guide – Non-chronological report: Prehistoric Creatures	- a non-chronological report - kennings	How to trap a Troll (Year 3 Writing Models p66)	- a retelling of a known story - a diary entry	Theseus and the Minotaur (Teacher made model)	- a newspaper report - setting descriptions	Teacher made model discussion/ balanced argument	- an innovation/extra event for a known story (dialogue focus) - nonsense poem	The Door – Pie Corbett (Drive) as model text	- a persuasive letter <i>SMSC/BV Moral; use persuasion in their writing</i> - an explanation

Y4	PVPG – Year 4	Unit Guide – Non-chronological report: Extinct Animals	- character descriptions <i>SMSC/BV Social; use non-fiction texts such as newspaper reports as a stimulus for writing</i>	Kidnapped (KS2 Bumper Book p74) - newspaper reports	- limericks - a retelling of a known story from a different pov (eg The True Story of the Three Little Pigs)	The Tunnel – Anthony Browne (Drive)	- cinquains - persuasive letter/advertisement	Teacher made model discussion text	- an extra event/innovation for a known story - a non-chron report	Extract from Charlie & the Chocolate Factory eg first part Chapter 4 Veruca Salt	- diary extracts in role - explanation
Y5	PVPG – Year 5	Unit Guide – Non-chronological report: Planets	Writing in response to extracts from A Christmas Carol or abridged version	The Canal	instructions - a balanced discussion <i>SMSC/BV Moral; Present an argument through talk or writing</i> cinquain/haiku	Wizards – persuasion (drive)	- a narrative poem (eg The Highwayman or Hillaire Belloc’s Cautionary Tales) - a short warning story (focus setting)	Why trolls are dangerous (Year 6 Writing Models p95)	- a short portal story (focus dialogue for action and character) - a web page all about xx	Beowulf (KS2 Bumper Book – p62/63)	- a n.paper report <i>SMSC/BV Social; use non-fiction texts such as newspaper reports as a stimulus for writing</i> - biography
Y6	PVPG – Year 6	Unit Guide – Non-chronological report: Famous Outlaws	Writing linked to class stories and wider curriculum – to include: - non-chron report - persuasion <i>SMSC/BV Moral; use persuasion in their writing</i>	Revision of grammar and punctuation – preparation for NC tests Writing linked to class stories and wider curriculum to secure end of Key Stage expectations – to include: - Longer narrative – quest story - Explanation - Recount - Biography - Formal letter - Balanced argument - Play script - variety of poetry					Writing linked to enterprise activities: Persuasion Advertisement Instructions Recounts etc		

Promoting SCMSC/BV throughout writing:

Spirituality: create writing that is inspired by nature and the world around them; express their beliefs, feelings and emotions through talk and writing; read and write in unusual settings; write in response to first hand experiences; use and express their imaginations in reading writing and speaking

Moral: explore stories and other texts that present a moral issue; present an argument through talk and writing; use persuasion in their writing

Social: debate and write about social issues; use non-fiction texts such as newspaper reports as a stimulus for writing; create content aimed at a variety of audiences

Cultural: explore the origins of words

Democracy: work collaboratively; take part in class debates

Rule of Law: follow rules for writing

Individual liberty: express an idea in discussion or debate; choose a subject matter or purpose for writing; write imaginatively

Tolerance and respect: listen to others' views



Pre

The Best That You Can Be

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Long Term Overview – Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novel	Daily fiction and non-fiction texts linked to SFA					
Poetry	Nursery Rhymes learned throughout the year plus Rhyme Time cards from Curiosity Corner					
	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
Model text	Goldilocks and the Three Little Bears	The Three Little Pigs	The Three Billy Goats Gruff	The Gingerbread Man	Chicken Licken	Jack and the Beanstalk
Text type	Warning	Journey/Warning/Beat the Monster/Suspense	Fear/Beat the Monster/Suspense	Journey/Cumulative	Fear/Journey/Cumulative	Journey/Adventure/Rags to Riches
Toolkit	Oral re-telling of the story.	Oral re-telling of the story.	Oral re-telling of the story.	Oral re-telling of the story.	Acting out stories	Look at story maps when retelling orally.
Writing Outcome	Listen to and repeat simple stories.	Listen to and repeat simple stories.	Recognise characters from a variety of stories.	Recognise and sort characters into good/bad.	To learn story language.	To learn story language.
Application across the curriculum	Learn the routines and copy repeated phrases in songs and stories.	Hold books correctly and turn pages, looking at the pictures and discussing.	Enjoy imaginative play within continuous provision.	Make props for story telling.	Make marks on paper.	Make marks on paper.

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novel	Daily fiction and non-fiction texts linked to SFA Story Tree					
Poetry	Various topic-related poems from 20 th Century poems.					
	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
Model text	The Three Little Pigs	The Three Billy Goats	Little Red Hen	Goldilocks and the Three Bears	Jack and the Beanstalk	Billy's Bucket
Text type	Journey/Warning/Beat the Monster/Suspense	Fear/Beat the Monster/Suspense	Quest/Cumulative	Warning	Journey/Adventure/Rags to Riches	Portal
Toolkit	Oral re-telling of the story.	Mark marking on a story map.	Write simple sentences as part of a group.	Alter a story and write a sentence.	Writing for different purposes.	Full stops, capital letters.
Writing Outcome	To learn story language.	To make marks and lines from left to right.	Simple innovation The Little Red xxx	Simple innovation - change the food and the 3 xxx	Instructions – how to grow a bean seed.	Innovation – Billy's box.
Application across the curriculum	Using story language in continuous provision.	Using story language in continuous provision.	Mark making labels around the provision.	T scribes chn's stories. To write some letters correctly.	T scribes chn's stories. Chn to write some simple words including common exceptions.	Writing simple sentences in different genres.




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Long Term Overview – Writing




Year 1

	Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1		Summer 2	
			Application	Non-f	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental
Mode l text	Secure Phase 3 Secure letter formation	PVPG https://grammarsaurus.co.uk/portal/2023/07/pvpg-year-1-overview/  YEAR 1	Unit Guide – Non-chronological report: Toy Man https://grammarsaurus.co.uk/portal/2024/04/y1-unit-guide-non-chronological-report-toy-man/	Writing linked to class stories and wider curriculum – to include: - report linked to wider curriculum	Little Red Riding Hood	- a shape poem - retell of known story	Whatever Next	Recount The Way Back Home – Literacy Shed video as stimulus (model on Drive)	Three Billy Goats Gruff (How to teach story writing at KS1 p23)	Writing linked to class stories and wider curriculum – to include: - recount of real experience - instructions
Text type	Labels Lists Captions		Non-chron report		Warning/Beat the Monster		Journey/Quest		Fear/Beat the monster/Suspense	
Writing outcome	Handwriting Spelling (application of phonics) Dictation words/short sentences (T composed) (See Y1 Knowledge Organiser)		Handwriting Spelling (application of phonics) Dictation words/short sentences (T composed) (See Y1 Knowledge Organiser)		Handwriting Spelling (application of phonics) Jointly compose and write sentence Compose and write own sentence (See Y1 Knowledge Organiser)		Handwriting Spelling (application of phonics) Jointly compose and write a short sequence of sentences in chronological order (See Y1 Knowledge Organiser)		Handwriting Spelling (application of phonics) Independently compose and write a short sequence of sentences in chronological order (See Y1 Knowledge Organiser)	
Application across the curriculum	Write simple labels as dictated by the teacher	Write simple sentences as dictated by the teacher	Write simple sentences as dictated by the teacher		Write scaffolded sentence		Independently write sentence		Write a scaffolded short sequence of sentences Independently write a short sequence of sentences	




	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	PVP	Application	Incidental	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental
Mode l text	PVPG https://grammarsaurus.co.uk/portal/2023/07/the-place-value-of-punctuation-and-grammar-year-2-overview/	Unit Guide – Non-chronologica l report: Marvellous Mini-beasts https://grammarsaurus.co.uk/portal/2024/04/year-2-unit-guide-non-chronologica l-report-marvellous-minibeasts/	- retell a known story - tongue twisters	The Papaya That Spoke	Writing linked to class stories and wider curriculum – to include: - a recount of a real event/exp erience - instruction s	The Storm Whale – Benji Davies as stimulus (Teacher generated model of setting)	Writing linked to class stories and wider curriculum – to include: - a diary entry in role - a persuasive letter	Non-chron report about an animal (Foxes - drive)	Writing linked to class stories and wider curriculum – to include: - an innovation/ extra event for a known story - haiku	Life cycle (Teacher generated model)	Writing linked to class stories and wider curriculum – to include: - longer narrative using class novel/video s as stimulus
Text type				Journey /Quest/ Adventure/Cu mulative Basic Skills focus/writing musts as needed		Finding/ Losing Setting		Information Non-chron		Explanation Explanation	
Toolk it overv iew											
Share d/gui ded				New event following the same pattern		Find new creature washed up after the storm.		Non-chron report about gorillas using Gorilla Anthony Browne as a stimulus <i>SMSC/BV Spirituality: - create writing that is inspired by nature and the world around them</i>		Life cycle of a barn owl using The Owl Who Was Afraid of the Dark Jill Tomlinson as a stimulus	
indep ende nt				Own cumulative story with repeated pattern		Finding tale in new setting <i>SMSC/BV Spirituality: -create writing that is inspired by nature and the world around them</i>		Write own non-chron report about creature of their choice (real/imagine d/fantasy)		Life cycle of an xx	
Appli catio n	Labels and captions (Sci)	Recount (History)		Instructions (DT)		Non chronological report (RE)		Persuasion/Advertisement (Geo)		Explanation (Sci/Geo)	




	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	PVPG	Application	Incidental	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental
Model text	<p>PVPG</p> <p>https://grammarsaurus.co.uk/portal/2023/07/the-place-value-of-punctuation-and-grammar-year-3-4-overview/</p> 	<p>Unit Guide – Non-chronological report: Prehistoric Creatures</p> <p>https://grammarsaurus.co.uk/portal/2024/03/y3-4-pvpg-unit-guide-non-chronological-report-prehistoric-creatures/</p>	<p>Writing linked to class stories and wider curriculum – to include:</p> <p>- a newspaper report</p> <p>- kennings</p>	How to trap a Troll (Year 3 Writing Models p66)	<p>Writing linked to class stories and wider curriculum – to include:</p> <p>- a retelling of a known story</p> <p>- a diary entry</p>	Theseus and the Minotaur (Teacher made model)	<p>Writing linked to class stories and wider curriculum – to include:</p> <p>- a non-chronological report</p> <p>- setting descriptions</p>	Teacher made model discussion/ balanced argument	<p>Writing linked to class stories and wider curriculum – to include:</p> <p>- an innovation/ extra event for a known story (dialogue focus)</p> <p>- nonsense poem</p>	The Door – Pie Corbett (Drive) as model text	<p>Writing linked to class stories and wider curriculum – to include:</p> <p>- a persuasive letter</p> <p><i>SMSC/BV Moral; use persuasion in their writing</i></p> <p>- an explanation</p>
Text type				Instructions		Fear/Beat the monster/ Suspense		Discussion		Portal Story/ Fantasy	
Toolkit overview				Instructions		Action/resolution		Discussion		Setting description	
Shared/guided				How to trap a xx (whatever creature granted the wishes)		Xx and the xx – could be the same setting		Is Theseus a hero or a villain? <i>SMSC/BV individual liberty – express an idea in discussion or debate</i>		Use new setting from dream within Dream Giver	
				How to trap a xx (a magical creature of chn’s choice)		Beat the monster story in the style of myths and legends		Discussion text (Is it acceptable to kill mythical creatures?/Is Ariadne a hero or villain? etc)		Own short portal story – new dream setting	
Application	Letter/postcard (Geo)	Non-chronological report (Hist)		Explanatiuon (RE)		Newspaper report (Hist)		Discussion (Geo)		Instructions (Sci)	



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	PVPG	Application	Incidental	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental
Mode l text	PVPG https://grammarsaurus.co.uk/portal/2023/07/the-place-value-of-punctuation-and-grammar-year-3-4-overview/	Unit Guide – Non-chronological report: Extinct Animals https://grammarsaurus.co.uk/portal/2024/03/y3-4-unit-guide-non-chronological-report-extinct-animals/	Writing linked to class stories and wider curriculum – to include: - character descriptions <i>SMSC/BV Social; use non-fiction texts such as newspaper reports as a stimulus for writing</i>	Kidnapped (KS2 Bumper Book p74) - newspaper reports	Writing linked to class stories and wider curriculum – to include: - limericks - a retelling of a known story from a different pov (eg The True Story of the Three Little Pigs)	The Tunnel – Anthony Browne (Drive)	Writing linked to class stories and wider curriculum – to include: - cinquains - persuasive letter/advertisement	Teacher made model discussion text	Writing linked to class stories and wider curriculum – to include: - an extra event/innovation for a known story - a non-chron report	Extract from Charlie & the Chocolate Factory eg first part Chapter 4 Veruca Salt	Writing linked to class stories and wider curriculum – to include: - diary extracts in role - explanation
Text type				Journey /Quest/ Adventure		Portal Story/ Fantasy		Discussion		Narrative	
Tool kit overview				Suspense		Suspense/Sett ings		Discussion		Dialogue to convey character	
Share d/guid ed				Innovate setting and rescue		New portal story following same pattern		Should dragons be kept as pets? <i>SMSC/BV individual liberty – express an idea in discussion or debate</i>		New extract to show dialogue/characterisation – Augustus Gloop	
indep endent				Own rescue story		Own portal story		Should xx be kept as pets?		Invent own extract to show new or known character through dialogue	
Appli catio n	Instructions (Art)	Non-chronological report (Sci)		Explanation (DT)		Newspaper report (Hist)		Diary in role (RE)		Persuasive letter (Geo)	



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	PVPG	Application	Incidental	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental
Mode l text	<p>PVPG</p> <p>https://grammarsaurus.co.uk/portal/2023/07/the-place-value-of-punctuation-and-grammar-year-5-6-overview/</p> 	<p>Unit Guide – Non-chronological report: Planets</p> <p>https://grammarsaurus.co.uk/portal/2024/03/year-5-6-unit-guide-non-chronological-report-planets-of-the-solar-system/</p>	<p>Writing in response to extracts from A Christmas Carol or abridged version</p>	The Canal	<p>Writing linked to class stories and wider curriculum – to include:</p> <p>instruction s</p> <p>- a balanced discussion</p> <p><i>SMSC/BV Moral; Present an argument through talk or writing</i></p> <p>cinquain/ haiku</p>	Wizards – persuasion (drive)	<p>Writing linked to class stories and wider curriculum – to include:</p> <p>- a narrative poem (eg The Highwayman or Hillaire Belloc’s Cautionary Tales)</p> <p>- a short warning story (focus setting)</p>	Why trolls are dangerous (Year 6 Writing Models p95)	<p>Writing linked to class stories and wider curriculum – to include:</p> <p>- a short portal story (focus dialogue for action and character)</p> <p>- a web page all about xx</p>	Beowulf (KS2 Bumper Book – p62/63)	<p>Writing linked to class stories and wider curriculum – to include:</p> <p>- a n.paper report</p> <p><i>SMSC/BV Social; use non-fiction texts such as newspaper reports as a stimulus for writing</i></p> <p>- biography</p>
Text type				Warning		Wizards – the drive		Explanation		Fear/Beat the monster/ Suspense	
Tool it overview				Dialogue for action/plot		Persuasion		Explanation/i nformation		Setting/suspe nse	
Share d/guid ed				Create in different setting		Persuasion		Why xx are dangerous		Sequel – revenge of Grendel’s mother	
indep endent				Create own Warning story		Persuasive letter		Why xx is xx		Use Chaperon Rouge from Lit Shed as stimulus for own beat the monster story	
Appli cation	Non-chron (RE)	Explanation (Sci)		Persuasive advertisement (DT)		Balanced argument/discussion (Geo)		Timeslip/portal story (Hist)		Biography (Art)	



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	PVPG	Application	Incidental	Focus text	Incidental	Focus text	Incidental		Focus text	Incidental
Mode l text	PVPG https://grammarsaurus.co.uk/portal/2023/07/the-place-value-of-punctuation-and-grammar-year-5-6-overview/	Unit Guide – Non-chronological report: Famous Outlaws <i>SMSC/BV Moral; use persuasion in their writing</i>	Writing linked to class stories and wider curriculum – to include: - character descriptions - retelling of a known story	Little Freak – Lit shed	Writing linked to class stories and wider curriculum – to include: - balanced argument - webpage/podcast	Shakespeare	Writing linked to class stories and wider curriculum – to include: - biography - portal story	Longer narrative	Writing linked to enterprise activities: Persuasion Advertisement Instructions Etc	
Text type				Fear/fantasy		Play script		Quest/fear/beat the monster		
Tool kit overview				Setting		Characterisation		Suspense Dialogue Setting Characterisation		
Shared/guided				Innovate setting		Monologue		Narrative – longer story		
Independent				New character and new setting		Monologue for different character		Narrative – longer story		
Application	Non-chron report/webpage (DT)	Diary in role (Hist)		Play-script for TV advert (Geo)		Biography (Sci)		Persuasive argument (RE)	Narrative (Hist)	