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| **Writing Long term overview/sequence 2024-25** |
| 2024-25 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| ReceptionOpportunities to write: | My nameAll about me My family My friends My house My community What are you scared of? How can we cheer ourselves and others up? How should we treat others? How can we be kind? The qualities of a good friend Class rules Harvest | Character description – gingerbread man Food tasting description Write about school trip Infer – what could the characters be saying? Instructions for making gingerbread men What would you have on a fantastic feast? What do we wonder about? Why are all the adults cross with the boy? HalloweenLetters to SantaChristmas List | Favourite part of the story How can we stay safe on the internet? How can we welcome a new student? Questions to ask Grandpa Writing a Chinese menu Writing in Chinese Food tasting description Fact File – Rosa Parks Character description – Rosa Parks Infer – How do you think Rosa felt?Who is your hero? Why? | How does Tad’s feelings change as the story goes on? Character description – Big Bub, Tad Advice for Tad Non-fiction report – Frogs Character profiles – Mrs Noah’s Garden Letter to Mrs Noah Questions for Mrs Noah Writing in role as Mrs Noah Instructions to making pancakes Character description – the wolf | How can we help the bees? Why are the bees unhappy? Recount – beekeeper visit You are Pooh! What happened? Non-fiction report about bees Recount – Apiary visit Posters – look after our community e.g. dog poo, litter, plastic pollution. Writing in role as Greta Diary entry as Greta Greta’s speech Why should we look after our local community? | Write in role as Martha What could Martha be saying? Map of me Write your own adventures How can we save money? How can we help people in our local community? Make your own book of kindness Write in role as Amelia Earhart What advice could you give someone? What is your favourite game? |
| Year 1 | Strong startPoetry pattern and rhyme Setting descriptions Stories with familiar settings | Shape poems and calligrams Instructional writing | Shape poems and calligrams Recount from personal experienceInformal letters | Poetry on a theme Stories with a familiar setting Recount from personal experience | Informal lettersSetting descriptions | Poetry on a theme (nature) Instructional writing |
| Year 2 | Strong StartSentence composition Character descriptionsPoems developing vocabulary Simple retelling of a narrative | Formal invitations Stories from other cultures | Non-chronological reports Invitations | Stories from other culturesRecount from personal experience | Non-chronological reportsSimple retelling of a narrative | Recount from personal experience Poems developing vocabulary Character descriptionsPoetry on a theme (humorous/poems about change) |
| Year 3 | Poetry on a theme (emotions)First person narrative descriptionsNon-chronological reports | Formal letters to complainDialogue through narrative (historical stories)Performance poetry (including poetry from other cultures) | Third person narrative (animal stories)Advanced instructional writing Performance poetry (including poetry from other cultures) | Non-chronological reports (a UK study) First person narrative descriptions (a UK study) | Dialogue through narrative (historical stories: The Romans) Poetry on a theme Third person narrative (animal stories) | Advanced instructional writing (materials, tiedye, weave and sew) Formal letters to complain (Healthy diets) |
| Year 4 | Sentence composition Poems which explore form Persuasive writing (adverts) First person diary entries | Critical analysis of narrative poetry Third person adventure stories Newspaper Reports Adverts | Sentence composition Stories from other cultures Persuasive writing (adverts)Explanatory texts | Third person adventure storiesPoems which explore form | Sentence compositionStories from other culturesFirst person diary entries | Critical analysis ofnarrative poetryNews ReportsExplanatory Texts |
| Year 5 | Third person stories set in another culture Formal letters of application | Poems that use word playDialogue in narrativePoems which explore formBalanced argument | Poems which explore formBiography – earth & spaceFormal letters of application | Playscripts (Shakespeare)Third person stories setin another culturePoems that use word play | Balanced argumentPoems which exploreform – music lyricsPlayscripts | Dialogue in narrative(first person myths andlegends)Biography – famousmodern scientists |
| Year 6 | Autobiography Discursive writing and speeches Poems that create images and explore vocabulary (War poetry)  | First person stories with a moral Shakespeare (Sonnets) Explanatory text  | • Extended third person narrative Explanatory texts Newspaper report | AutobiographyFirst person stories with a moral  | Extended third person narrative (adventure stories)Newspaper report | Discursive writing and speeches•Poems that create images and explore vocabulary (Shakespeare (Sonnets)  |