

### St Thomas' Long Term Plan For Writing

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction 3-4 weeks	Non-Fiction 2-3 weeks	Fiction 3-4 weeks	Non-Fiction 2-3 weeks	Fiction 3-4 weeks	Non fiction 2-3 weeks	Fiction 3-4 weeks	Non-Fiction 2-3 weeks	Fiction 3-4 weeks	Non-Fiction 2-3 weeks	Fiction 3-4 weeks	Non-Fiction 2-3 weeks
<b>Year 1</b>	<p><b>Text</b> The Ginger Bread Man</p> <p><b>Genre</b> Story with repetition</p> <p><b>Focus</b> Sentences</p>	<p><b>Text</b> Wanted Poster for The Ginger Bread Man</p> <p><b>Genre</b> Labels and captions</p> <p><b>Focus</b> Description</p>	<p><b>Text</b> Handa's Surprise</p> <p><b>Genre</b> Story from another culture</p> <p><b>Focus</b> Basic punctuation</p>	<p><b>Text</b> A postcard from Handa</p> <p><b>Genre</b> Post Cards to include a recount</p> <p><b>Focus</b> Time words/order</p>	<p><b>Text</b> Magic Porridge Pot</p> <p><b>Genre</b> Tale of magic and disaster</p> <p><b>Focus</b> Openings and endings</p>	<p><b>Text</b> Estate agents details for 3 little houses</p> <p><b>Genre</b> Persuasive</p> <p><b>Focus</b> Punctuation</p>	<p><b>Text</b> Room on a Broom</p> <p><b>Genre</b> Stories by the same author</p> <p><b>Focus</b> Story sequence</p>	<p><b>Text</b> Smartest Giant in Town</p> <p><b>Genre</b> Non-fiction invitations/ glossaries/menus/ lists etc...</p> <p><b>Focus</b> organisation features</p>	<p><b>Text</b> Jack and The Beanstalk</p> <p><b>Genre</b> Traditional Tale</p> <p><b>Focus</b> Writing for the reader</p>	<p><b>Text</b> How to grow magic beans</p> <p><b>Genre</b> Non chronological report</p> <p><b>Focus</b> Order</p>	<p><b>Text</b> Monkey See Monkey Do</p> <p><b>Genre</b> Stories from another culture</p> <p><b>Focus</b> Alternative version</p>	<p><b>Text</b> Our Trip To...</p> <p><b>Genre</b> Recount (on school trip)</p> <p><b>Focus</b> Writing more than 1 sentence about a topic</p>
<b>Year 2</b>	<p><b>Text</b> The Papaya That Spoke</p> <p><b>Genre</b> Tale of Fear</p> <p><b>Focus</b> Character actions</p>	<p><b>Text</b> Fruits of The World</p> <p><b>Genre</b> Information Text</p> <p><b>Focus</b> Writing more than 1 sentence about a topic</p>	<p><b>Text</b> The Elves and The Shoemaker</p> <p><b>Genre</b> Traditional Tale</p> <p><b>Focus</b> Alternative endings</p>	<p><b>Text</b> How to Make and Elf Face</p> <p><b>Genre</b> Instructional writing</p> <p><b>Focus</b> Logical order/ sequencing</p>	<p><b>Text</b> Where The Wild Things Are</p> <p><b>Genre</b> Finding Tale</p> <p><b>Focus</b> Punctuation, paragraphing and speech</p>	<p><b>Text</b> Letter From Max</p> <p><b>Genre</b> Recount in letter</p> <p><b>Focus</b> Punctuation</p>	<p><b>Text</b> Little Red Riding Hood</p> <p><b>Genre</b> Quest Tale</p> <p><b>Focus</b> Describing settings</p>	<p><b>Text</b> How to Look after a Wolf</p> <p><b>Genre</b> Non-chronological report</p> <p><b>Focus</b> Paragraphing</p>	<p><b>Text</b> Cinderella</p> <p><b>Genre</b> Rags to Riches</p> <p><b>Focus</b> Character description</p>	<p><b>Text</b> Warning Posters for the Ugly Sisters</p> <p><b>Genre</b> persuasive</p> <p><b>Focus</b> Commands sentences</p>	<p><b>Text</b> How The Tortoise Got His Shell</p> <p><b>Genre</b> Warning Tale</p> <p><b>Focus</b> Exclamation sentences</p>	<p><b>Text</b> Invented short burst writing</p> <p><b>Genre</b> Variety of genres</p> <p><b>Focus</b> Securing end of year objectives</p>
<b>Year 3</b>	<p><b>Text</b> The BFG</p> <p><b>Genre</b> Fantasy/Fairy Tale</p> <p><b>Focus</b> Writing a narrative with a clear structure</p>	<p><b>Text</b> The BFG</p> <p><b>Genre</b> Biography</p> <p><b>Focus</b> Varying sentence structures</p>	<p><b>Text</b> The Reluctant Dragon</p> <p><b>Genre</b> Folk Tale</p> <p><b>Focus</b> Setting</p>	<p><b>Text</b> Dragons</p> <p><b>Genre</b> Non Chronological Report</p> <p><b>Focus</b> Using non-narrative organisational devices</p>	<p><b>Text</b> Adventures at Sandy Cove</p> <p><b>Genre</b> Warning story</p> <p><b>Focus</b> Writing action</p>	<p><b>Text</b> The Trip</p> <p><b>Genre</b> Recount</p> <p><b>Focus</b> Paragraphing with linked sentences</p>	<p><b>Text</b> Daft Jack</p> <p><b>Genre</b> Loosing Tale</p> <p><b>Focus</b> Strong openings and endings</p>	<p><b>Text</b> An Invitation to Jack's Wedding</p> <p><b>Genre</b> Persuasive</p> <p><b>Focus</b> Vocab</p>	<p><b>Text</b> The Thing In The Basement</p> <p><b>Genre</b> Finding tale</p> <p><b>Focus</b> Creating suspense</p>	<p><b>Text</b> Should Schools Have Basements?</p> <p><b>Genre</b> Discussion (2 sided)</p> <p><b>Focus</b> Summarising</p>	<p><b>Text</b> Medusa and Perseus</p> <p><b>Genre</b> Tale of Quest/Myth and legend</p> <p><b>Focus</b> Integrating speech, deception and action</p>	<p><b>Text</b> What do you Need to Defeat Medusa?</p> <p><b>Genre</b> Explanation</p> <p><b>Focus</b> Use a range of sentences with more than one clause</p>

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Year 4	<p><b>Text</b> The Wizard Of Oz Extract</p> <p><b>Genre</b> Fantasy</p> <p><b>Focus</b> Setting description</p>	<p><b>Text</b> A letter to the Wizard</p> <p><b>Genre</b> Persuasive letter</p> <p><b>Focus</b> Writing to persuade</p>	<p><b>Text</b> The Night Before Christmas</p> <p><b>Genre</b> Classic Poetry</p> <p><b>Focus</b> Learning poems by heart</p>	<p><b>Text</b> Little Red Riding Hood Newspaper</p> <p><b>Genre</b> Newspapers</p> <p><b>Focus</b> Non fiction organisational</p>	<p><b>Text</b> Narnia</p> <p><b>Genre</b> Fantasy</p> <p><b>Focus</b> Exciting story opening</p>	<p><b>Text</b> Tourist guide to Narnia</p> <p><b>Genre</b> Information text</p> <p><b>Focus</b> Using bullet points</p>	<p><b>Text</b> Pied Piper of Hamelin</p> <p><b>Genre</b> Folk Tale</p> <p><b>Focus</b> Varying sentence types</p>	<p><b>Text</b> Why are Dragons Extinct</p> <p><b>Genre</b> Explanation</p> <p><b>Focus</b> Causal connectives</p>	<p><b>Text</b> Coca-cola advert</p> <p><b>Genre</b> Poems with structure eg: kennings Cinquains</p> <p><b>Focus</b> Vocab / word class</p>	<p><b>Text</b> Our Trip to...</p> <p><b>Genre</b> Recount</p> <p><b>Focus</b> Paragraphing</p>	<p><b>Text</b> Kidnapped</p> <p><b>Genre</b> Issues and dilemmas</p> <p><b>Focus</b> Integrating action, description and dialogue</p>	<p><b>Text</b> Invented short burst writing</p> <p><b>Genre</b> Variety of genres</p> <p><b>Focus</b> Securing end of year objectives</p>	
	Year 5	<p><b>Text</b> The Farmer, The Jackal and The Crocodile</p> <p><b>Genre</b> Traditional Tale/Stories from other cultures</p> <p><b>Focus</b> Starting sentences in different ways</p>	<p><b>Text</b> All About Muger Crocodiles</p> <p><b>Genre</b> Information</p> <p><b>Focus</b> Audience/ purpose for writing</p>	<p><b>Text</b> The Viking Weekly</p> <p><b>Genre</b> Magazine Articles</p> <p><b>Focus</b> Vocab to engage the reader</p>	<p><b>Text</b> Why Vikings should invade England</p> <p><b>Genre</b> Persuasion</p> <p><b>Focus</b> Viewpoint</p>	<p><b>Text</b> Qasim and The Dragon (Year 5 version)</p> <p><b>Genre</b> Fiction</p> <p><b>Focus</b> Stylistic writing devices. Eg. Personification/ Simile/ metaphor</p>	<p><b>Text</b> How to Care for a Sun Dragon</p> <p><b>Genre</b> Explanation</p> <p><b>Focus</b> Well-chosen detail to interest the reader</p>	<p><b>Text</b> Theseus and The Minotaur</p> <p><b>Genre</b> Myths and Legends</p> <p><b>Focus</b> Develop characters through action and dialogue</p>	<p><b>Text</b> Defeating a Minotaur</p> <p><b>Genre</b> Defeating a monster/recount</p> <p><b>Focus</b> Paragraphing</p>	<p><b>Text</b> Goodnight Mr Tom</p> <p><b>Genre</b> Historical Narrative</p> <p><b>Focus</b> Descriptive Writing/vocab</p>	<p><b>Text</b> Rations</p> <p><b>Genre</b> Instructional</p> <p><b>Focus</b> Use features and structures of text types</p>	<p><b>Text</b> Revolting Rhymes Little Red Riding Hood</p> <p><b>Genre</b> Diary entry</p> <p><b>Focus</b> Emotive writing</p>	<p><b>Text</b> Invented short burst writing</p> <p><b>Genre</b> Variety of genres</p> <p><b>Focus</b> Securing end of year objectives</p>
		Year 6	<p><b>Text</b> The Canal</p> <p><b>Genre</b> Story with a Warning</p> <p><b>Focus</b> Suspense writing and creating atmosphere</p>	<p><b>Text</b> Why are canals important to Blackburn?</p> <p><b>Genre</b> Explanation</p> <p><b>Focus</b> Historical non-fiction (Link to history topic)</p>	<p><b>Text</b> Holes by Louis Sachar</p> <p><b>Genre</b> Diary entries</p> <p><b>Focus</b> Description, emotive writing</p>	<p><b>Text</b> Holes by Louis Sachar</p> <p><b>Genre</b> Biography</p> <p><b>Focus</b> Cohesion across paragraphs</p>	<p><b>Text</b> The Nightmare Man</p> <p><b>Genre</b> Spooky/Horror</p> <p><b>Focus</b> Using character, dialogue and action</p>	<p><b>Text</b> How to Trap a Nightmare Man</p> <p><b>Genre</b> Instructional/ humour</p> <p><b>Focus</b> Style / vocab</p>	<p><b>Revision of grammar, punctuation, spelling and reading skills to prepare for SAT tests</b></p> <p><b>Daily short burst writing linked to grammar revision</b></p>		<p><b>Text</b> Evacuation is The Right Thing to Do</p> <p><b>Genre</b> 1 sided argument</p> <p><b>Focus</b> Using evidence to back up a viewpoint</p>	<p><b>Text</b> Organic farming</p> <p><b>Genre</b> Discussion/verbal debate</p> <p><b>Focus</b> Contrasting conjunctions</p>	<p><b>Text</b> Production Script</p> <p><b>Genre</b> Play scripts</p> <p><b>Focus</b> Performing with intonation and expression to show understanding and interpreting characters</p>
							<p><b>Text</b> Sounds of St Thomas' Poem</p> <p><b>Genre</b> Poetry</p> <p><b>Focus</b> Stylistic devices such as increasingly sophisticated personification/simile/metaphor</p>						