



The Best That You Can Be

**Devonshire Primary Academy**

**Long Term Overview – Writing**



## Whole School Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
<b>N</b>	<b>Journey / Quest/ Adventure/Cumulative</b> Goldilocks and the Three Little Bears		<b>Warning Story</b> The Three Little Pigs		<b>Fear/Beat the monster/ Suspense</b> The Three Billy Goats Gruff		<b>Journey / Quest/ Adventure/Cumulative</b> The Gingerbread Man		<b>Journey / Quest/ Adventure/Cumulative</b> Chicken Licken		<b>Journey / Quest/ Adventure/Cumulative</b> Jack and the Beanstalk
<b>R</b>	<b>Warning Story</b> The Three Little Pigs		<b>Fear/Beat the monster/ Suspense</b> The Three Billy Goats Gruff		<b>Journey / Quest/ Adventure/Cumulative</b> Little Red Hen		<b>Journey / Quest/ Adventure/Cumulative</b> Goldilocks and the Three Bears		<b>Journey / Quest/ Adventure/Cumulative</b> Jack and the Beanstalk		<b>Fantasy/Meeting</b> Billy's Bucket
	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental	Focus text	Incidental	Writing Project
<b>Y1</b>	Nursery rhymes	Recount of real experience	Little Daisy	Simple report linked to wider curriculum	Whatever Next	Recount The Way Back Home – Literacy Shed video as stimulus (model on Drive)	Little Red Riding Hood	- a shape poem  - captions for pictures	Three Billy Goats Gruff (How to teach story writing at KS1 p23)	- a simple recount of real experience  - instructions	Class book/ anthology/encyclopaedia
<b>Y2</b>	The Papaya That Spoke	- a recount of a real event/experience  - instructions	Non-chron report about an animal (Foxes - drive)	- a retelling of a known story  - tongue twisters	The Storm Whale – Benji Davies as stimulus (Teacher generated model of setting)	- a diary entry in role  - a persuasive letter	Life cycle (Teacher generated model)	- an innovation/extra event for a known story  - haiku	Teacher generated to secure end of KS1 expectations		Class book/ anthology/encyclopaedia
<b>Y3</b>	King of the Fishes (Year 3 Writing Models p36)	- 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	Graphic novels – drafted, edited, illustrated and published (competition)

<b>Y4</b>	<b>Kidnapped (KS2 Bumper Book p74)</b>	<ul style="list-style-type: none"> <li>- newspaper reports</li> <li>- character descriptions <i>SMSC/BV Social; use non-fiction texts such as newspaper reports as a stimulus for writing</i></li> </ul>	<b>What to do if you meet an alien (Year 4 Writing Models p67)</b>	<ul style="list-style-type: none"> <li>- limericks</li> <li>- a retelling of a known story from a different pov (e.g. The True Story of the Three Little Pigs)</li> </ul>	<b>The Tunnel – Anthony Browne (Drive)</b>	<ul style="list-style-type: none"> <li>- cinquains</li> <li>- persuasive letter/advertisement</li> </ul>	<b>Teacher made model discussion text</b>	<ul style="list-style-type: none"> <li>- an extra event/innovation for a known story</li> <li>- a non-chron report</li> </ul>	<b>Extract from Charlie &amp; the Chocolate Factory e.g. first part Chapter 4 Veruca Salt</b>	<ul style="list-style-type: none"> <li>- diary extracts in role</li> <li>- explanation</li> </ul>	<b>Individual chapter books – drafted, edited, illustrated, published (competition)</b>
<b>Y5</b>	<b>The Canal</b>	<ul style="list-style-type: none"> <li>- cinquain/haiku</li> <li>- a recount (diary entry in role or real experience)</li> </ul>	<b>Extracts from A Christmas Carol or abridged version</b>	<ul style="list-style-type: none"> <li>instructions</li> <li>- a balanced discussion <i>SMSC/BV Moral; Present an argument through talk or writing</i></li> </ul>	<b>Wizards – persuasion (drive)</b>	<ul style="list-style-type: none"> <li>- a narrative poem (e.g. The Highwayman or Hillaire Belloc's Cautionary Tales)</li> <li>- a short warning story (focus setting)</li> </ul>	<b>Why trolls are dangerous (Year 6 Writing Models p95)</b>	<ul style="list-style-type: none"> <li>- a short portal story (focus dialogue for action and character)</li> <li>- a web page all about xx</li> </ul>	<b>Beowulf (KS2 Bumper Book – p62/63)</b>	<ul style="list-style-type: none"> <li>- a n.paper report <i>SMSC/BV Social; use non-fiction texts such as newspaper reports as a stimulus for writing</i></li> <li>- biography</li> </ul>	<b>Individual chapter books – drafted, edited, illustrated, published (competition)</b>
<b>Y6</b>	<b>Little Freak (Lit Shed) – T generated model</b>	<ul style="list-style-type: none"> <li><b>Writing linked to class stories and wider curriculum – to include:</b></li> <li>- non-chron report</li> <li>- persuasion <i>SMSC/BV Moral; use persuasion in their writing</i></li> </ul>	<b>How to survive life in the trenches (Drive)</b>	<ul style="list-style-type: none"> <li><b>Writing linked to class stories and wider curriculum – to include:</b></li> <li>- setting descriptions</li> <li>- show not tell character descriptions</li> </ul>	<b>Revision of grammar and punctuation – preparation for NC tests</b>  <b>Writing linked to class stories and wider curriculum to secure end of Key Stage expectations – to include:</b> <ul style="list-style-type: none"> <li>- Longer narrative</li> <li>- Explanation</li> <li>- Recount</li> <li>- N.paper report</li> <li>- Biography</li> <li>- Formal letter</li> <li>- Balanced argument</li> <li>- Play script</li> <li>- variety of poetry</li> </ul>						<b>Individual chapter books/ memory books/transition unit</b>

**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



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**Long Term Overview – Writing**



**Pre**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Novel</b>	Daily fiction and non-fiction texts linked to SFA					
<b>Poetry</b>	Nursery Rhymes learned throughout the year plus Rhyme Time cards from Curiosity Corner					
	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>
<b>Model text</b>	Goldilocks and the Three Little Bears	The Three Little Pigs	The Three Billy Goats Gruff	The Gingerbread Man	Chicken Licken	Jack and the Beanstalk
<b>Text type</b>	Warning	Journey/Warning/Beat the Monster/Suspense	Fear/Beat the Monster/Suspense	Journey/Cumulative	Fear/Journey/Cumulative	Journey/Adventure/Rags to Riches
<b>Toolkit</b>	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.
<b>Writing Outcome</b>	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.
<b>Application across the curriculum</b>	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 storytelling.	Make marks on paper.	Make marks on paper.

**Reception**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Novel</b>	Daily fiction and non-fiction texts linked to SFA Story Tree					
<b>Poetry</b>	Various topic-related poems from 20 <sup>th</sup> Century poems.					
	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>
<b>Model text</b>	The Three Little Pigs	The Three Billy Goats	Little Red Hen	Goldilocks and the Three Bears	Jack and the Beanstalk	Billy's Bucket
<b>Text type</b>	Journey/Warning/Beat the Monster/Suspense	Fear/Beat the Monster/Suspense	Quest/Cumulative	Warning	Journey/Adventure/Rags to Riches	Portal
<b>Toolkit</b>	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.
<b>Writing Outcome</b>	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.
<b>Application across the curriculum</b>	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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**Year 1**

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
	Fiction	Non-f	Fiction	Non-f	Fiction	Non-f	Fiction	Incidental	Fiction	Incidental	Writing Project
<b>Model text</b>	Nursery rhymes	Recount of real experience	Little Daisy	Simple report linked to wider curriculum	Whatever Next	Recount The Way Back Home – Literacy Shed video as stimulus (model on Drive)	Little Red Riding Hood	Class stories and real experiences as stimulus for incidental writing – to include:  - a shape poem  - captions for pictures	Three Billy Goats Gruff (How to teach story writing at KS1 p23)	Class stories and real experiences as stimulus for incidental writing – to include:  - a simple recount of real experience  - instructions	Class book/anthology/encyclopaedia
<b>Text type</b>	Traditional	Recount	Cumulative	Non-chron report	Journey/Quest	Recount	Warning/Beat the Monster		Fear/Beat the monster/Suspense		
<b>Writing outcome</b>	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 own sentence  (See Y1 Knowledge Organiser)		Handwriting  Spelling (application of phonics)  Compose and write own sentence  (See Y1 Knowledge Organiser)		Handwriting  Spelling (application of phonics)  Compose and write a short sequence of sentences in chronological order  (See Y1 Knowledge Organiser)		Handwriting  Spelling (application of phonics)  Compose and write a short sequence of sentences in chronological order  (See Y1 Knowledge Organiser)
<b>Application across the curriculum</b>	Write simple labels as dictated by the teacher		Write simple sentences as dictated by the teacher		Write scaffolded sentences		Write own sentences		Write a short sequence of sentences		Write a short sequence of sentences



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	Fiction	Incidental	Non-F	Incidental	Fiction	Incidental	Non-F	Incidental	Incidental	Writing Project			
<b>Model text</b>	The Papaya That Spoke	<b>Writing linked to class stories and wider curriculum – to include:</b>  <b>- a recount of a real event/experience</b>  <b>- instructions</b>	<b>Non-chron report about an animal (Foxes - drive)</b>	<b>Writing linked to class stories and wider curriculum – to include:</b>  <b>- a retelling of a known story</b>  <b>- tongue twisters</b>	<b>The Storm Whale – Benji Davies as stimulus (Teacher generated model of setting)</b>	<b>Writing linked to class stories and wider curriculum – to include:</b>  <b>- a diary entry in role</b>  <b>- a persuasive letter</b>	<b>Life cycle (Teacher generated model)</b>	<b>Writing linked to class stories and wider curriculum – to include:</b>  <b>- an innovation/extra event for a known story</b>  <b>- haiku</b>	<b>Writing linked to class stories and wider curriculum to secure end of Key Stage expectations</b>	<b>Class book/anthology/encyclopaedia</b>			
<b>Text type</b>	Journey /Quest/ Adventure/Cumulative		Information				Finding/Losing				Explanation		A range of text types
<b>Toolkit Overview</b>	Basic Skills focus/writing musts as needed		Non-chron				Setting				Explanation		As needed to secure end of key stage expectations
<b>Innovation Outcome</b>	New event following the same pattern		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>				Find new creature washed up after the storm.				Life cycle of a barn owl using The Owl Who Was Afraid of the Dark Jill Tomlinson as a stimulus		As needed to secure end of key stage expectations
<b>Independent Outcome</b>	Own cumulative story with repeated pattern		Write own non-chron report about creature of their choice (real/imagined/fantasy)				Finding tale in new setting <i>SMSC/BV Spirituality: -create writing that is inspired by nature and the world around them</i>				Life cycle of an xx		As needed to secure end of key stage expectations
<b>Application across the curriculum</b>	Recount (History)		Instructions (DT)		Non chronological report (RE)		Persuasion/Advertisement (Geo)		A range as needed to include recounts of real experiences	Explanation (Sci/Geo)			



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	Fiction	Incidental	Non-F	Incidental	Fiction	Incidental	Non-F	Incidental	Fiction	Incidental	Writing Project
<b>Model text</b>	King of the Fishes (Year 3 Writing Models p36)	Writing linked to class stories and wider curriculum – to include:	How to trap a Troll (Year 3 Writing Models p66)	Writing linked to class stories and wider curriculum – to include:	Theseus and the Minotaur (Teacher made model)	Writing linked to class stories and wider curriculum – to include:	Teacher made model discussion /balanced argument	Writing linked to class stories and wider curriculum – to include:	The Door – Pie Corbett (Drive) as model text	Writing linked to class stories and wider curriculum – to include:	Graphic novels – drafted, edited, illustrated and published (competition)
<b>Text type</b>	Wishing/Change	- a non-chronological report  - kennings	Instructions	- a retelling of a known story  - a diary entry	Fear/Beat the monster/ Suspense	- a newspaper report  - setting descriptions	Discussion	- an innovation/extra event for a known story (dialogue focus)  - nonsense poem	Portal Story/ Fantasy	- a persuasive letter  <i>SMSC/BV Moral; use persuasion in their writing</i>  - an explanation	
<b>Toolkit Overview</b>	Openings /dialogue		Instructions		Action/resolution		Discussion		Setting description		
<b>Innovation Outcome</b>	Change the setting and creature that grants the wishes (unicorn/frog /eagle etc)		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		
<b>Independent Outcome</b>	Own wishing tale		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		
<b>Application across the curriculum</b>	Letter/postcard (Geo)		Non-chronological report (Hist)		Explanation (RE)		Newspaper report (Hist)		Discussion (Geo)		



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	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
	Fiction	Incidental	Non-F	Incidental	Fiction	Incidental	Non-F	Incidental	Fiction	Incidental	Writing Project
<b>Model text</b>	<b>Kidnapped (KS2 Bumper Book p74)</b>	<b>Writing linked to class stories and wider curriculum – to include:</b>  - newspaper reports	<b>What to do if you meet an alien (Year 4 Writing Models p67)</b>	<b>Writing linked to class stories and wider curriculum – to include:</b>  - limericks	<b>The Tunnel – Anthony Browne (Drive)</b>	<b>Writing linked to class stories and wider curriculum – to include:</b>  - cinquains	<b>Teacher made model discussion text</b>	<b>Writing linked to class stories and wider curriculum – to include:</b>  - an extra event/innovation for a known story	<b>Extract from Charlie &amp; the Chocolate Factory e.g. first part Chapter 4 Veruca Salt</b>	<b>Writing linked to class stories and wider curriculum – to include:</b>  - diary extracts in role	<b>Individual chapter books – drafted, edited, illustrated, published (competition)</b>
<b>Text type</b>	Journey /Quest/ Adventure	<b>- character descriptions</b> <i>SMSC/BV Social; use non-fiction texts such as newspaper reports as a stimulus for writing</i>	Instructions	<b>- a retelling of a known story from a different pov (e.g. The True Story of the Three Little Pigs)</b>	Portal Story/ Fantasy	<b>- persuasive letter/advertisement</b>	Discussion	<b>- a non-chron report</b>	Narrative	<b>- explanation</b>	
<b>Toolkit Overview</b>	Suspense		Instructions		Suspense/Settings		Discussion		Dialogue to convey character		
<b>Innovation Outcome</b>	Innovate setting and rescue		What to do if you meet a xx (fairy tale villain)		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		
<b>Independent Outcome</b>	Own rescue story		What to do if you meet a xx		Own portal story		Should xx be kept as pets?		Invent own extract to show new or known character through dialogue		
<b>Application across the curriculum</b>	Instructions (Art)		Non-chronological report (Sci)		Explanation (DT)		Newspaper report (Hist)		Diary in role (RE)		Persuasive letter (Geo)



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	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
	Fiction	Incidental	Fiction	Incidental	Non-f	Incidental	Non-F	Incidental	Fiction	Incidental	Writing project
<b>Model text</b>	The Canal	<b>Writing linked to class stories and wider curriculum – to include:</b> - cinquain/haiku - a recount (diary entry in role or real experience )	Extracts from A Christmas Carol or abridged version	<b>Writing linked to class stories and wider curriculum – to include:</b> - instructions - a balanced discussion <i>SMSC/BV Moral; Present an argument through talk or writing</i>	Wizards – the drive	<b>Writing linked to class stories and wider curriculum – to include:</b> - a narrative poem (e.g. The Highwayman or Hillaire Belloc’s Cautionary Tales) - a short warning story (focus setting)	Why trolls are dangerous (Year 6 Writing Models p95)	<b>Writing linked to class stories and wider curriculum – to include:</b> - a short portal story (focus dialogue for action and character) - a web page all about xx	Beowulf (KS2 Bumper Book – p62/63)	<b>Writing linked to class stories and wider curriculum – to include:</b> - a n.paper report <i>SMSC/BV Social; use non-fiction texts such as newspaper reports as a stimulus for writing</i> - biography	<b>Individual chapter books – drafted, edited, illustrated, published (competition)</b>
<b>Text type</b>	Warning		Character flaw/change		Persuasion		Explanation		Fear/Beat the monster/ Suspense		
<b>Toolkit Overview</b>	Dialogue for action/plot		Character description		Persuasion		Explanation/inf ormation		Setting/suspe nse		
<b>Innovation Outcome</b>	Create in different setting		Create modern retelling chapter book		Persuasive letter		Why xx are dangerous		Sequel – revenge of Grendel’s mother		
<b>Independent Outcome</b>	Create own Warning story		Own story with character change		Persuasive letter <i>SMSC/BV Moral; use persuasion in their writing</i> <i>SMSC/BV Social; debate or write about a social issue</i>		Why xx is xx		Use Chaperon Rouge from Lit Shed as stimulus for own beat the monster story		
<b>Application across the curriculum</b>	Non-chron (RE)		Explanation (Sci)		Persuasive advertisement (DT)		Balanced argument/discussion (Geo)		Timeslip/portal story (Hist)		Biography (Art)





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**Year 6**

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Incidental	Non-F	Incidental	Fiction	Incidental	Non-F	Incidental	Fiction	Incidental	Writing project/transition	
<b>Model text</b>	Little Freak (Lit Shed) – T generated model	<b>Writing linked to class stories and wider curriculum – to include:</b> - non-chron report - persuasion <i>SMSC/BV Moral; use persuasion in their writing</i>	<b>How to survive life in the trenches (Drive)</b>	<b>Writing linked to class stories and wider curriculum – to include:</b> - setting descriptions - show not tell character descriptions	<b>Revision of grammar and punctuation – preparation for NC tests</b> <b>Writing linked to class stories and wider curriculum to secure end of Key Stage expectations – to include:</b> - Longer narrative - Explanation - Recount - N.paper report - Biography - Formal letter - Balanced argument - Play script - Variety of poetry						<b>Individual chapter books/memory books/transition unit</b>	
<b>Text type</b>	Wishing/Change		Explanation/information									
<b>Toolkit Overview</b>	Show not tell		Explanation/information									
<b>Innovation Outcome</b>	Write from PoV of other character trapped in unhappy situation		How to survive the zombie apocalypse									
<b>Independent Outcome</b>	Show not tell for known or invented character in unhappy situation		How to survive xx									
<b>Application across the curriculum</b>	Non-chron report/webpage (DT)		Narrative (Hist)		Play-script for TV advert (Geo)		Biography (Sci)		Persuasive argument (RE)		Diary in role (Hist)	