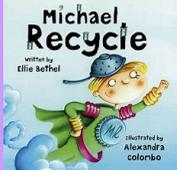
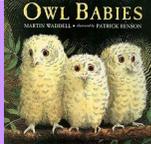
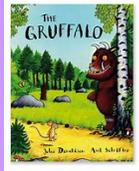
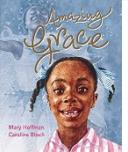
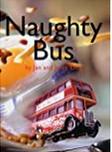
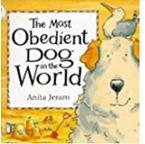
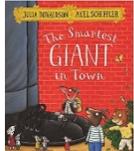


Talk for Writing Long Term Overview

| | EYFS | | | |
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| | Autumn Term | Spring Term | | Summer Term |
| Narrative |  <p>Supertato by Sue Henri- Topic</p>  <p>Micheal Recycle by Alexanda Colombo</p> |  <p>Winnie the Witch Series- by Valerie Thomas</p>  <p>The Magic Porridge Pot</p> | |  <p>Owl Babies by Martin Waddell</p>  <p>The Gruffalo by Julia Donaldson</p> |
| Final Written Outcome | <p>Narrative – simple story structure, setting and character descriptions.</p> <p>Write simple, labels, lists, captions and sentences using patterned language, words and phrases taken from familiar stories.</p> <p>Re-telling of a familiar story.</p> | <p>Narrative – simple story structure, setting and character descriptions.</p> <p>Write simple, labels, lists, captions and sentences using patterned language, words and phrases taken from familiar stories.</p> <p>Re-telling of a familiar/traditional story.</p> | | <p>Narrative – simple story structure, setting and character descriptions.</p> <p>Write simple, labels, lists, captions and sentences using patterned language, words and phrases taken from familiar stories.</p> <p>Re-telling of a familiar story.</p> |
| Non-Fiction | <p>People who help us.</p> <p>Labels, Lists and Captions.</p> | <p>Information Texts about Circus Animals.</p> | <p>Instructions</p> | <p>Recount</p> |
| | <p>Children to write label, lists and captions about the people who help us and Super heroes.</p> | <p>Labels, List and Captions/simple sentences.</p> | <p>Following a practical experience, write up the instructions</p> | <p>Write simple first person recounts based on personal experience</p> |

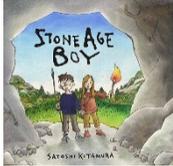
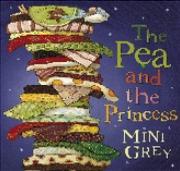
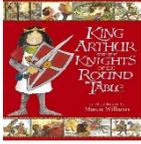
Talk for Writing Long Term Overview

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| Final Written Outcome | | Children to write label, lists and captions/simple sentences about the animals you see at th Circus. | | |
| Poetry | Poetry Basket Poem Senses poetry | Poetry Basket Poem Spells/Potions | Poetry Basket Poem Structure – rhyming couplets | <i>Structure and rhyming couplets/calligrams</i> |
| Final Written Outcome | Recite familiar poems Write/complete senses poem I can see... I can hear.... I can smell.... I can feel... I can taste.... | Recite familiar Poems Write a spell/potion for Winnie the Witch | Recite familiar poems by heart | <i>Write own calligrams (based on single words)</i> |
| | Year 1/2 | | | |
| | Autumn Term | Spring Term | Summer Term | |
| Texts |  <p>Amazing Grace By Mary Hoffman and Caroline Birch Topic</p>  <p>The Enormous Turnip Ladybird First Favourite Tales</p> |  <p>Naughty Bus By Jan Oke Topic</p>  <p>Tinga Tinga Tales Why Monkeys Swing in the Trees</p> |  <p>The Most Obedient Dog in the World By Anita Jeram</p>  <p>The Smartest Giant in Town By Julia Donaldson</p> | |
| Narrative | Narrative - stories with predictable phrasing Traditional Stories/Fairy Tales | Traditional Stories/Fairy Tales <i>Traditional Stories/Myths (creation stories)</i> | Contemporary fiction – stories reflecting children’s own experiences. <i>Stories with recurring literary language</i> | |

Talk for Writing Long Term Overview

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| Final Written Outcome | Write simple sentences using patterned language, words and phrases taken from familiar stories. Write a re-telling of a traditional tale. | | Write a re-telling of a traditional story. <i>Write a creation myth based on ones read e.g. 'How the zebra got his stripes'.</i> | | Write a series of sentences to retell events based on personal experience. <i>Use a familiar story as a model to write a new story.</i> | |
| Non-Fiction | Labels, lists and captions <i>Explanations</i> | Recount <i>Recount</i> | Instructions <i>Instructions</i> | | Report <i>Report</i> | Explanations <i>Explanations</i> |
| Final Written Outcome | Write labels and sentences for an in-class exhibition/museum display. <i>Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.</i> | Write simple first person recounts based on personal experience using adverbs of time to aid sequencing. <i>Write first person recounts telling historical events, using adverbs of time to aid sequencing and maintaining consistency in tense and person</i> | Following a practical experience, write up the instructions for a simple recipe. <i>Write a series of fiction-based instructions e.g. How to trap an ogre' including diagrams.</i> | | A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general. Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate. | Draw pictures to illustrate a simple process and prepare several sentences to support the explanation. <i>Produce a flowchart, ensuring content is clearly sequenced.</i> |
| Poetry | Vocabulary Building <i>Vocabulary Building (list poems)</i> | Structure – rhyming couplets <i>Structure and rhyming couplets/calligrams</i> | Vocabulary Building <i>Vocabulary Building (list poems)</i> | Structure – rhyming couplets | Vocabulary Building | <i>Poetry – Take one poet (poetry appreciation week)</i> |
| Final Written | Read, write and perform free verse | <i>Recite familiar poems by heart</i> | Read, write and perform free verse | Recite familiar poems by heart. Read, write and perform free verse. | Read, write and perform free verse. | Personal responses to poetry Recite familiar poems by heart |

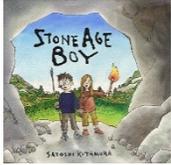
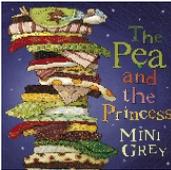
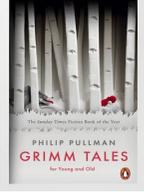
Talk for Writing Long Term Overview

| Outcome | <i>Read list poems. Write and perform own version.</i> | <i>Write own calligrams (based on single words)</i> | <i>Read list poems. Write and perform own version.</i> | <i>Write own calligrams (shape poems)</i> | <i>Read, write and perform free verse.</i> | <i>Personal responses to poetry Recite familiar poems by heart.</i> |
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| Year 3/4 | | | | | | |
| Texts |  <p>Stone Age Boy By Satoshi Kitamura Topic</p> |  <p>The Pea and the Princess By Min Grey</p> |  <p>Hope Jones Saves the World By Josh Lacey Topic</p> |  <p>Into the Forest By Anthony Browne</p> |  <p>King Arthur and the Knights of the Round Table By Marcia Williams Topic</p> |  <p>Grimm Tales By Phillip Pullman</p> |
| Narrative | Traditional Tales – fairy tales (alternative versions) <i>Story settings</i> | | Adventure stories <i>A story/stories with a theme</i> | | Traditional Tales – Fables <i>Traditional Tales - Myths (quests)</i> | Writing and performing a Play <i>Writing and performing a play</i> |
| Final Written Outcome | Write a traditional tale from a key characters perspective. <i>Write a section of a narrative (or several narratives) focusing on setting.</i> | | Write a traditional tale from a key characters perspective <i>Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.</i> | | Write a new fable to convey a moral. <i>Write a myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action.</i> | Write and perform a play, based on a familiar story Write and perform a play, based on a familiar story |

Talk for Writing Long Term Overview

| Non Fiction | Recount <i>Recount</i> | Report <i>Report</i> | Recount <i>Discussion</i> | Explanation <i>Explanation</i> | Persuasion - persuasive letter writing <i>Persuasion</i> | |
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| Final Written Outcome | Write a news/ sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer | Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. <i>Write own report independently based on notes gathered from several sources.</i> | Write a news/ sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer. <i>Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter.</i> | Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. <i>Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style.</i> | Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader. <i>Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing.</i> | |
| Poetry | Vocabulary Building <i>Vocabulary Building</i> | Structure – limericks <i>Structure – riddles</i> | Vocabulary Building <i>Vocabulary Building</i> | Structure – haiku, tanka and kennings <i>Structure– narrative poetry</i> | Vocabulary Building <i>Vocabulary Building</i> | Take one poet – poetry appreciation <i>Take one poet – poetry appreciation</i> |
| Final Written Outcome | Read, write and perform free verse <i>Read, write and perform free verse</i> | Recite familiar limericks by heart <i>Read and write riddles</i> | Read, write and perform free verse <i>Read, write and perform free verse</i> | Read and write haiku, tanka and kennings. <i>Recite some narrative poetry by heart Read and respond.</i> | Read, write and perform free verse <i>Read, write and perform free verse</i> | Research a particular poet. Personal responses to poetry Recite familiar poems by heart. <i>Research a particular poet. Personal responses to poetry Recite familiar poems by heart.</i> |

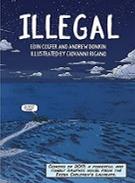
Talk for Writing Long Term Overview

| Year 4/5 | | | | | | |
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| Texts |  | Stone Age Boy By Satoshi Kitamura Linked to Topic |  | Hope Jones Saves the World By Josh Lacey Linked to Topic |  | King Arthur and the Knights of the Round Table By Marcia Williams Topic |
| |  | The Pea and the Princess By Min Grey |  | Into the Forest By Anthony Browne |  | Grimm Tales By Phillip Pullman |
| Autumn Term | | | Spring Term | | Summer Term | |
| Narrative | Traditional Tales - Myths (quests) <i>Traditional Tales - legends</i> | | A story/stories with a theme <i>Fiction from our literary heritage</i> | | Story settings <i>Suspense and mystery</i> | Writing and performing a play <i>Suspense and mystery</i> |
| | Write a myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action. <i>Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives</i> | | Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme. <i>Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.</i> | | Write a section of a narrative (or several narratives) focusing on setting. <i>Develop skills of building up atmosphere in writing e.g. passages building up tension.</i> | Write and perform a play, based on a familiar story. <i>Develop skills of building up atmosphere in writing e.g. passages building up tension.</i> |
| Non Fiction | <i>Recount</i> | Report <i>Report</i> | Discussion <i>Discussion</i> | Explanation <i>Explanation</i> | Persuasion <i>Persuasion</i> | |

Talk for Writing Long Term Overview

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| <p>Final Written Outcome</p> | <p><i>Compose a biographical account based on research.</i></p> | <p>Write own report independently based on notes gathered from several sources.</p> <p><i>Write a report, in the form of an information leaflet, in which two or more subjects are compared.</i></p> | <p>Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter.</p> <p><i>Write up a balanced discussion presenting two sides of an argument, following a debate.</i></p> | <p>Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style.</p> <p>Links to Geography PoS 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> | <p>Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing.</p> <p><i>Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes.</i></p> | |
| <p>Poetry</p> | <p>Vocabulary Building</p> <p><i>Vocabulary Building</i></p> | <p>Structure – riddles</p> <p><i>Structure – cinquain</i></p> | <p>Vocabulary Building</p> <p><i>Vocabulary Building</i></p> | <p>Structure– narrative poetry</p> <p><i>Structure – spoken word poetry/rap</i></p> | <p>Vocabulary Building</p> <p><i>Vocabulary Building</i></p> | <p>Take one poet – poetry appreciation</p> |
| <p>Final Written Outcome</p> | <p>Read, write and perform free verse.</p> <p><i>Read, write and perform free verse.</i></p> | <p>Read and write riddles</p> <p><i>Read and respond to cinquains. Experiment with writing their own.</i></p> | <p>Read, write and perform free verse.</p> <p><i>Read, write and perform free verse.</i></p> | <p>Recite some narrative poetry by heart Read and respond.</p> <p><i>Listen to, read and respond to raps. Experiment with writing their own.</i></p> | <p>Read, write and perform free verse.</p> <p><i>Read, write and perform free verse.</i></p> | <p>Research a particular poet. Personal responses to poetry Recite familiar poems by heart.</p> <p><i>Research a particular poet. Personal responses to poetry Recite familiar poems by heart.</i></p> |

Talk for Writing Long Term Overview

| Year 6 | | | | | | | |
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| Texts |  <p>Absolutely Everything! By Christopher Lloyd Topic</p> |  <p>Time Travelling with a Hamster By Ross Welford</p> |  <p>Illegal By Andrew Donkin Topic</p> |  <p>Hatchett Gary Paulson Topic</p> |  <p>The Viewer By Gary Crew Book Study</p> |  <p>Goodnight Stories for Rebel Girls By Francesca Cavallo Book Study</p> |  <p>Pheonix By S F said</p> |
| | Autumn Term | | Spring Term | | Summer Term | | |
| Narrative | Fiction Genres | | Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere. | | Extended Book Study | | |
| Final Written Outcome | .A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next). | | A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique. | | A range of written outcomes, linked with fiction modules covered across the year. | | |
| Non Fiction | Explanation | Report | Persuasion | Discussion | Recount | <i>Debating Skills</i> | |
| Final Written Outcome | Links to science PoS 'reporting and presenting findings from enquiries, including conclusions, | Write reports as part of a presentation on a nonfiction subject. Choose the appropriate style and form of | Construct an argument in note form or full text to persuade others of a point of view and present the case to the | A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints. | Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a | A series of live debates on various subjects. Children work in groups/pairs/individually to prepare | |

Talk for Writing Long Term Overview

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| | causal relationships and explanations of and degree of trust in results. | writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. | class or a group; use standard English appropriately; evaluate its effectiveness. | | biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. | and present points of views. |
| Poetry | Vocabulary Building | | Vocabulary Building | Structure monologues | Take one poet - Poetry appreciation | |
| Final Written Outcome | Read, write and perform free verse. | | Read, write and perform free verse. | Read and Respond | Research a particular poet. Personal responses to poetry Recite familiar poems by heart. | |