

ENGLISH WRITING

2022 - 2023



	A1 7wks	A2 7wks 3d	Sp1 6wks	Sp5 6wks	S1 6wks	S2 7 wks
Year 3	<p><u>POETRY 1</u></p> <p>Model poem: <i>Wish (a spell)</i> by Brian Moses</p>	<p><u>NON-FICTION 2</u></p> <p>Model Text: The Manchester Ridgeback</p> <p>Genre & Plot Structure: NON-CHRONOLOGICAL REPORT</p> <p>Focus / Outcome (Hot Task): Children will write their own NC Report on an imaginary/real creature</p>	<p><u>NARRATIVE 1</u></p> <p>Class text / stimulus: <i>The Iron Man – Ted Hughes</i></p> <p>Genre & Plot Structure: CHARACTER DESCRIPTION</p> <p>Model Text: <i>The Iron Man</i> adapted model</p> <p>Focus / Outcome (Hot Task): Children will write a character description</p>	<p><u>NARRATIVE 2</u></p> <p>Class text / stimulus: <i>The Great Kapok Tree – Lynne Cherry</i></p> <p>Model Text: <i>The Great Kapok Tree</i> adapted model</p> <p>Genre & Plot Structure: CHARACTER TRANSFORMATION TALE</p> <p>Focus / Outcome (Hot Task): Children will write their character transformation story</p>	<p><u>DRAMA FOR WRITING</u></p> <p>(1 week) Focus / Outcome (Hot Task): Generate vocabulary that can be used to create strong settings.</p> <p>Short burst creative writing opportunities.</p> <p><u>NARRATIVE 3</u> Class text / stimulus: <i>The Lion, the Witch and the Wardrobe – C S Lewis</i></p> <p>Genre & Plot Structure: Creating setting – focus on vocabulary generation to be used elsewhere in writing</p> <p>Model Text: Setting description – Lucy Through the Wardrobe</p>	<p><u>NON-FICTION 4</u></p> <p>Class text / stimulus: <i>The Lion, the Witch and the Wardrobe – C S Lewis</i></p> <p>Genre & Plot Structure: REPORT - NEWSPAPER</p> <p>Focus / Outcome (Hot Task): Children will write a newspaper report based on an aspect from <i>The Lion, the Witch and the Wardrobe</i></p>
	<p><u>NON-FICTION 1</u></p> <p>Genre & Plot Structure: PERSUASION (LEAFLET)</p> <p>Focus / Outcome (Hot Task): To write a persuasive leaflet for parents to send their children to our school.</p> <p>Non-fiction 1 Model Text: Hawk Ridge Park Farm</p>	<p><u>POETRY 2</u></p> <p>Model poem: A Few Frightening Things</p>	<p><u>NON-FICTION 3</u></p> <p>Class text / stimulus: <i>The Iron Man – Ted Hughes</i></p> <p>Genre & Plot Structure: INSTRUCTIONS</p> <p>Focus / Outcome (Hot Task): Children will write set of instructions for constructing an object / creature</p>			<p><u>POETRY 3</u></p> <p><u>TBC</u></p>

Year 4	<u>NON-FICTION 1</u>	<u>POETRY 1</u>	<u>NARRATIVE 2</u>	<u>NARRATIVE PLAY-SCRIPT</u>	<u>NON-FICTION 2</u>	<u>NARRATIVE 3</u>
	<p>Class text / stimulus: <i>George and the Dragon</i> – Chris Wormell</p> <p>Model Text: Teacher written text <i>Why Dragons are afraid of mice</i></p> <p>Genre & Plot Structure: EXPLANATION</p> <p>Focus / Outcome (Hot Task): To write a ‘why’ explanation e.g. <i>Why Dragons breathe fire; Why Trolls are fat.</i></p>	<p>Model poem: <i>What do the fairies ride?</i> by Clare Bevan</p> <p style="text-align: center;"><u>NARRATIVE 1</u></p> <p>Class text / stimulus: <i>The Wild Girl</i> – Chris Wormell</p> <p>Model Text: <i>The Wild Girl</i> adapted model</p> <p>Genre & Plot Structure: OVERCOMING THE MONSTER ADVENTURE TALE</p> <p>Focus / Outcome (Hot Task): Chn will write a sequel further adventure of the wild girl</p>	<p>Class text / stimulus: <i>The Tunnel</i> – Anthony Browne</p> <p>Model Text: <i>The Tunnel</i> adapted model</p> <p>Genre & Plot Structure: OPENING AND BUILD UP FOCUSED ON SETTING AND ATMOSPHERE</p> <p>Focus / Outcome (Hot Task): To write an opening and build up to a portal story focused on setting and atmosphere.</p>	<p>Class text / stimulus: <i>The Tunnel</i> – Anthony Browne</p> <p>Model Text: <i>Play-script</i> Teacher written</p> <p>Genre & Plot Structure: PLAY-SCRIPT</p> <p>Focus / Outcome (Hot Task): To write play-script based on a portal story</p>	<p>Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black</p> <p>Model Text: Teacher written persuasive letter to a River Troll</p> <p>Genre & Plot Structure: PERSUASION</p> <p>Focus / Outcome (Hot Task): To write a persuasive letter to another of the fantastical creatures</p> <p style="text-align: center;"><u>POETRY 2</u></p> <p>Model poem: <i>Dragon’s Wood</i> by Brian Moses</p>	<p>Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black</p> <p>Model Text: <i>The Night Fairy</i></p> <p>Genre & Plot Structure: FANTASY/FINDING TALE</p> <p>Focus / Outcome (Hot Task): To write a Finding Tale set in a fantasy world</p>

Year 5	<p><u>NARRATIVE 1</u></p> <p>Class text / stimulus: <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black</p> <p>Model Text: Teacher written opening and build up with a focus on creating suspense</p> <p>Genre & Plot Structure: FANTASY/TALE OF SUSPENSE</p> <p>Focus / Outcome (Hot Task): To write an opening and build up to a fantasy story with a focus on suspense</p> <p><u>POETRY 1</u></p> <p>Model poem: <i>The River</i> by Pie Corbett</p>	<p><u>NON-FICTION 1</u></p> <p>Class text / stimulus: <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black</p> <p>Model Text: Teacher written discussion – <i>Do elves exist?</i></p> <p>Genre & Plot Structure: DISCUSSION</p> <p>Focus / Outcome (Hot Task): To write a discussion around a fantastical creature?</p>	<p><u>NARRATIVE 2</u></p> <p>Class text / stimulus: <i>Beowulf</i> – Michael Morpurgo</p> <p>Fiction 3 Model Text: <i>Beowulf fights the monster</i> or similar teacher written model text</p> <p>Genre & Plot Structure: MYTH – DEFEAT THE MONSTER/ACTION SCENE</p> <p>Outcome (Hot Task): To write an action scene e.g for the battle between a hero and a mythical creature (could be Theseus and the Minotaur, Cobbler and the dragon or Beowulf and a creature),</p> <p><u>POETRY 2</u></p> <p>Model poem: From a Railway Carriage Robert Louis Stevenson</p>	<p><u>NARRATIVE 3</u></p> <p>Class text / stimulus: Stories such as: <i>Ariadne, Theseus and The Minotaur</i> or <i>Cobbler of Krakow & the Dragon</i> by Pie Corbett</p> <p>Fiction 4 Model Text: Teacher written paragraph describing a mythical hero or beast</p> <p>Genre & Plot Structure: MYTH – DEFEAT THE MONSTER/ CHARACTERISATION</p> <p>Outcome (Hot Task): To write an extract from a myth which develops character</p>	<p><u>NARRATIVE 4</u></p> <p>Class text / stimulus: <i>This Morning I Met a Whale</i> – Michael Morpurgo</p> <p>Fiction Model Text: <i>This Morning I Met a Whale</i> adapted model</p> <p>Genre & Plot Structure: MEETING TALE</p> <p>Focus / Outcome (Hot Task): To write a meeting tale e.g. where the main character learns an important lesson.</p>	<p><u>NON-FICTION 2</u></p> <p>Class text / stimulus: Images of Killer Whales; short films of Killer Whales in the wild.</p> <p>Model Text: <i>Killer Whales</i></p> <p>Genre & Plot Structure: INFORMATION – NON-CHRONOLOGICAL REPORT</p> <p>Focus / Outcome (Hot Task): To write a detailed information report about an endangered animal.</p> <p><u>POETRY 3</u></p> <p>Model poem: <i>The Tyger</i> by William Blake</p>
	Year 6	<p><u>NARRATIVE 1</u></p> <p>Class text / stimulus: <i>Skellig</i> – David Almond</p> <p>Model Text: <i>Zelda Claw and the Rain Cat</i> – Pie Corbett</p> <p>Genre & Plot Structure: TALE OF FEAR;</p>	<p><u>POETRY 1</u></p> <p>Model poem: <i>Into the Lair of Baron Jugula</i> by Brian Moses</p> <p><u>NON-FICTION 1</u></p> <p>Class text / stimulus: <i>The Spiderwick Chronicles</i></p> <p>Model Text: Teacher written</p>	<p><u>NARRATIVE 2</u></p> <p>Class text / stimulus: <i>Storm Breaker</i> – Anthony Horowitz ; Videos about spies e.g. James Bond etc</p> <p>Model Text: <i>Kidnapped</i> by Pie Corbett</p> <p>Genre & Plot Structure: ADVENTURE;</p>	<p><u>NARRATIVE 3</u></p> <p>Speech to move the action forward</p> <p>tbc</p>	<p><u>POETRY</u></p> <p>Class text / stimulus; Model text: <i>Memories</i> - Pie Corbett</p> <p>Genre & Plot Structure: POETRY</p> <p>Focus / Outcome (Hot Task): To write a poem e.g. their own <i>Memories</i></p>

	<p>SUSPENSE FOCUS</p> <p>Focus / Outcome (Hot Task): To write a story which contains suspense</p> <p>The Piano WW2 Biography of Winston C</p>	<p>explanation <i>Why ogres are dangerous</i></p> <p>Genre & Plot Structure: EXPLANATION</p> <p>Focus / Outcome (Hot Task): Children will plan and write a 'why' explanation linked to the fantastical beast they write about in their innovated write became extinct e.g. <i>Why kelpies are in danger of becoming extinct</i></p>	<p>FLASHBACK PLOT</p> <p>Focus / Outcome (Hot Task): To write an adventure story</p> <p>NON-FICTION 2</p> <p>Class text / stimulus: Model Text: <i>Current Topic / News Item tbc</i></p> <p>Genre & Plot Structure: DISCUSSION</p> <p>Focus / Outcome (Hot Task):</p>		<p>poem that captures key memories of primary school</p>	<p><i>Multi-purpose Spy Key Ring – Pie Corbett (for Innovation stage)</i></p> <p>Genre & Plot Structure: PERSUASION</p> <p>Focus / Outcome (Hot Task): To write an advert for a gadget that Alex Rider may use.</p>
<p>Jaguars</p>	<p>NON-FICTION 1</p> <p>Genre & Plot Structure: PERSUASION (LEAFLET)</p> <p>Focus / Outcome (Hot Task): To write a persuasive leaflet for parents to send their children to our school.</p> <p>Non-fiction 1 Model Text: Hawk Ridge Park Farm</p>	<p>NARRATIVE 1</p> <p>Class text / stimulus: <i>The Day the Crayons Quit – Drew Daywalt</i></p> <p>Model Text: <i>The Day the Crayons Quit</i> adapted model</p> <p>Genre & Plot Structure: CONFLICT AND RESOLUTION STORY</p> <p>Focus / Outcome (Hot Task): Children will write their own conflict and resolution story e.g. <i>The Day the Clothes Quit</i></p>	<p>Poetry</p> <p><u>A Few Frightening Things</u></p> <p>Focus: write a list poem</p> <p>Base text: A few frightening things by Clare Bevan</p> <p>Outcome 1: <i>To write a list poem</i></p> <p>Hot task: Children to create their own list poem about the things that make them happy.</p> <p>Ext: Children to create their own Christmas themed list poem.</p> <p>Narrative – Free Choice Picture Book</p>	<p>NON-FICTION 1</p> <p>Genre & Plot Structure:</p> <p>INSTRUCTIONS</p> <p>Model Text:</p> <p>How to trap a Dragon</p> <p>Focus / Outcome: To write a set of instructions on How to trap a... pixie, troll, fairy</p> <p>(Make own Trap)</p>	<p>PLOT STRUCTURE: WARNING STORY</p> <p>MODEL TEXT: <i>Kassim and the Greedy Dragon</i></p> <p>FOCUS: Using descriptive language to bring a story to life</p> <p>Outcome</p> <p><i>To write an exciting adventure story (based on the plot of a warning story)</i></p> <p>Children will innovate on the original story by recycling the plot (i.e. change characters, setting and key events)</p> <p>Stimulus: The focus for this unit is on using descriptive language so you want to find out what skills the children already have and those they are not yet secure with.</p> <p>POETRY 1</p> <p>Model poem: <i>Wish (a spell)</i> by Brian Moses</p>	

