

Writing yearly overview 2023 - 24

YEAR 3

| TERM 1 | TERM 2 | TERM 3 |
|--|---|---|
| <p style="text-align: center;">Short burst writing focus 3 weeks short burst writing. Week 1 = Everyday writing toolkit Week 2 = Character short burst writing Week 3 = Setting short burst writing</p> | <p style="text-align: center;"><u>NARRATIVE 2</u></p> <p>Class text / stimulus: <i>The Owl who was afraid of the dark</i> Model Text: <i>The Owl who was afraid of the dark</i> Genre & Plot Structure: Tale of fear (adventure story focused on character) Focus / Outcome (Hot Task): To write a tale of fear story.</p> | <p style="text-align: center;"><u>Non-Fiction 3</u></p> <p>Class text / stimulus: <i>The Lion, the Witch and the Wardrobe</i> – C S Lewis <i>The Land of Never Believe</i> – Norman Messenger Model Text: Genre & Plot Structure: Teacher written report about an imaginary world Focus / Outcome (Hot Task): To write a report about an imaginary world/land</p> |
| <p style="text-align: center;"><u>NARRATIVE 1</u></p> <p>Class text / stimulus: Kassim and the Greedy Dragon Model Text: Kassim and the Greedy Dragon Genre & Plot Structure: Adventure/warning story Focus / Outcome (Hot Task): Children will write their own adventure/warning stories</p> | <p style="text-align: center;"><u>NON-FICTION 2</u></p> <p>Class text / stimulus: <i>Storm Owl</i> Model Text: <i>Storm Owl</i> Genre & Plot Structure: Non-chronological report Focus / Outcome (Hot Task): Children to write their own report about a dragon or unicorn</p> | <p>Followed by a short burst writing focus to cover identified gaps. I</p> |
| <p style="text-align: center;"><u>NON-FICTION 1</u></p> <p>Class text / stimulus: <i>How to trap a dragon drawing on classic examples.</i> Model Text: How to trap a dragon Genre & Plot Structure: Instructions Focus / Outcome (Hot Task): To write a 'How to..... with a dragon'.</p> | <p style="text-align: center;"><u>POETRY 1</u></p> <p>Model poem: <i>Wish (a spell)</i> by Brian Moses Additional time preparing for World Poetry day</p> | <p style="text-align: center;"><u>Narrative 3</u></p> <p>Class text / stimulus: <i>The Lion, the Witch and the Wardrobe</i> – C S Lewis Model text: <i>Elf Road</i> by Pie Corbett Genre & Plot Structure: Portal story Focus / Outcome (Hot Task): To write a portal story</p> |

YEAR 4

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| <p>Short burst writing focus 3 weeks short burst writing. Week 1 = Everyday writing toolkit Week 2 = Character short burst writing Week 3 = Setting short burst writing</p> | <p><u>NARRATIVE 3</u> Class text / stimulus: <i>The Tunnel</i> – Anthony Browne Model Text: <i>The Tunnel</i> adapted model Genre & Plot Structure: Opening and Build up focused on setting and atmosphere Focus / Outcome (Hot Task): To write an opening and build up to a portal story focused on setting and atmosphere.</p> | <p><u>NARRATIVE 4</u> Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: <i>The Night Fairy</i> Genre & Plot Structure: Fantasy/Finding Tale Focus / Outcome (Hot Task): To write a Finding Tale set in a fantasy world</p> |
| <p><u>NARRATIVE 1</u> Class text / stimulus: <i>The Wild Girl</i> – Chris Wormell Model Text: <i>The Wild Girl</i> adapted model Genre & Plot Structure: Overcoming the monster adventure tale Focus / Outcome (Hot Task): Chn will write a sequel further adventure of the wild girl.</p> | <p><u>NON-FICTION 2</u> Class text / stimulus: <i>The Tunnel</i> – Anthony Browne Model Text: <i>Rose’s diary</i> (first person diary recount) Genre & Plot Structure: Recount Focus / Outcome (Hot Task): To write a first person diary recount about a personal experience</p> | |
| <p><u>NON-FICTION 1</u> Class text / stimulus: <i>The Wild Girl</i> –Chris Wormell Model Text: <i>The Day I met the Mighty Aslan</i> – Teacher written magazine article Genre & Plot Structure: Recount Focus / Outcome (Hot Task): Chn will write their own magazine recount article about a meeting with a fictional character</p> | <p><u>POETRY 2</u> Model poem: <i>Dragon’s Wood</i> by Brian Moses Additional time preparing for World Poetry day</p> | <p><u>NON-FICTION 3</u> Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: Teacher written persuasive letter to a River Troll Genre & Plot Structure: Persuasion Focus / Outcome (Hot Task): To write a persuasive letter to another of the fantastical creatures</p> |

YEAR 5

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| <p>Short burst writing focus 3 weeks short burst writing. Week 1 = Everyday writing toolkit Week 2 = Setting short burst writing</p> <p>Week 3 = Character work (to take place after narrative 1 unit)</p> | <p><u>NARRATIVE 2</u></p> <p>Class text / stimulus: <i>Beowulf</i> – Michael Morpurgo Fiction 3 Model Text: <i>Beowulf fights the monster</i> or similar teacher written model text Genre & Plot Structure: Myth – Defeat the monster/Action Scene 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>NARRATIVE 4</u></p> <p>Class text / stimulus: <i>This Morning I Met a Whale</i> – Michael Morpurgo Fiction Model Text: <i>This Morning I Met a Whale</i> adapted model Genre & Plot Structure: Meeting Tale Focus / Outcome (Hot Task): To write a meeting tale e.g. where the main character learns an important lesson.</p> |
| <p><u>NARRATIVE 1</u></p> <p>Class text / stimulus: <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: <i>The Nightmare Man</i> by Pie Corbett Genre & Plot Structure: Fantasy/ Tale of suspense Focus / Outcome (Hot Task): To write a fantasy story with a central suspense theme</p> | <p><u>NARRATIVE 3</u></p> <p>Class text / stimulus: Stories such as: <i>Ariadne, Theseus and The Minotaur or Cobbler of Krakow & the Dragon</i> by Pie Corbett Fiction 4 Model Text: Teacher written paragraph describing a mythical hero or beast Genre & Plot Structure: Myth – Defeat the monster/ Characterisation Outcome (Hot Task): To write an extract from a myth which develops character</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 Model Text: Teacher written discussion – <i>Do elves exist?</i> Genre & Plot Structure: Discussion Focus / Outcome (Hot Task): To write a discussion around a fantastical creature?</p> | <p><u>POETRY 1</u></p> <p>Model poem: <i>The River</i> by Pie Corbett Additional time preparing for World Poetry day</p> | <p><u>NON-FICTION 2</u></p> <p>Class text / stimulus: Images of Killer Whales; short films of Killer Whales in the wild. Model Text: <i>Killer Whales</i> Genre & Plot Structure: Information – Non-chronological report Focus / Outcome (Hot Task): To write a detailed information report about an endangered animal.</p> <p>Followed by a short focus on persuasive adverts (non-fiction 3)</p> |

YEAR 6

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| <p>Short burst writing focus 3 weeks short burst writing. Week 1 = Everyday writing toolkit Week 2 = Character short burst writing Week 3 = Setting short burst writing</p> | <p><u>NARRATIVE 3</u></p> <p>Class text / stimulus: <i>Storm Breaker</i> – Anthony Horowitz ; Videos about spies e.g. James Bond etc Model Text: <i>Kidnapped</i> by Pie Corbett Genre & Plot Structure: Adventure; Flashback plot Focus / Outcome (Hot Task): To write an adventure story</p> | <p><u>SHORT BURST FICTION AND NON-FICTION</u></p> <p>Condensed units of short burst writing to cover gaps (including grammar gaps). Units to choose from depending on need include: Teacher pleaser explanation, The Island instructional texts and speeches, Stormbreaker persuasive writing.</p> |
| <p><u>NARRATIVE 1</u></p> <p>Class text / stimulus: <i>The Ironwood Tree/The Wrath of Mulgrath</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: <i>The Library</i> Genre & Plot Structure: Adventure; Chasing/Hiding Plot Focus / Outcome (Hot Task): To write their own adventure story with a chasing/hiding plot</p> | <p><u>SHORT BURST FICTION AND NON-FICTION</u></p> <p>Condensed units of short burst writing to cover gaps depending on need. Units to choose from include: The Lighthouse, The Day the Crayons Quit, Antarctic creature non-chron report, Eco-wolf.</p> | <p><u>POETRY</u></p> <p>Class text / stimulus; Model text: <i>Memories</i> - Pie Corbett Genre & Plot Structure: Poetry Focus / Outcome (Hot Task): To write a poem e.g. their own <i>Memories</i> poem that captures key memories of primary school</p> |
| <p><u>NON-FICTION 1</u></p> <p>Class text / stimulus: <i>The Spiderwick Chronicles</i> Model Text: Teacher written explanation <i>Why ogres are dangerous</i> Genre & Plot Structure: Explanation 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><u>POETRY 1</u></p> <p>Model poem: <i>Into the Lair of Baron Jugula</i> by Brian Moses Additional time preparing for World Poetry day</p> | <p><u>AUTOBIOGRAPHY</u></p> <p>Class text / stimulus; Model text: <i>This Is Me</i> by Matilda Wormwood Autobiography Genre & Plot Structure: Biography/Autobiography Focus / Outcome (Hot Task): To write a 'This is Me' autobiography to send to secondary school</p> |

