

# FALCON JUNIOR SCHOOL LONG TERM WRITING OVERVIEW 2022-23

## YEAR 3

TERM 1	TERM 2	TERM 3
<p><b><u>Short burst writing focus</u></b>  <b>3 weeks short burst writing (complete Cold task for fiction unit first).</b>  <b>Week 1 = Everyday writing toolkit –focus on grammar skills through short burst writing.</b>  <b>Week 2 = Character short burst writing (from spine poetry to prose)</b>  <b>Week 3 = Setting short burst writing</b></p>	<p><b><u>NARRATIVE 3</u></b>  <b>Class text / stimulus:</b> <i>Grandpa's Teeth</i> – Rod Clement  <b>Model Text:</b> <i>Grandpa's Teeth</i> adapted model  <b>Genre &amp; Plot Structure:</b> Mystery story/ Losing Tale  <b>Focus / Outcome (Hot Task):</b> To write a losing tale.</p>	<p><b><u>DRAMA FOR WRITING (1 week ) NARRATIVE 4</u></b>  <b>Class text / stimulus:</b> <i>The Lion, the Witch and the Wardrobe</i> – C S Lewis  <b>Genre &amp; Plot Structure:</b> Creating setting for a portal story – focus on vocabulary generation to be used elsewhere in writing  <b>Focus / Outcome (Hot Task):</b> Generate vocabulary that can be used to create strong settings in a portal story. Short burst creative writing opportunities.</p>
<p><b><u>NARRATIVE 1</u></b>  <b>Class text / stimulus:</b> <i>The Day the Crayons Quit</i> – Drew Daywalt  <b>Model Text:</b> <i>The Day the Crayons Quit</i> adapted model  <b>Genre &amp; Plot Structure:</b> Conflict and Resolution story  <b>Focus / Outcome (Hot Task):</b> Children will write their own conflict and resolution story e.g. <i>The Day the Clothes Quit</i></p>	<p><b><u>NON-FICTION 2/ NON-FICTION 3</u></b>  <b>Class text / stimulus:</b> <i>Grandpa's Teeth</i> – Rod Clement  <b>Non-fiction 1 Model Text:</b> <i>Dazzling Demon Dentures</i> advert for a new set of teeth  <b>Genre &amp; Plot Structure:</b> Persuasion (advertising)  <b>Focus / Outcome (Hot Task):</b> To write a persuasive radio advert for a new set of teeth for a particular person/creature.</p> <p><b>Non-fiction 2 Model Text:</b> Teacher written letter from DC Rate persuading Grandpa that they are not guilty of stealing his teeth  <b>Genre &amp; Plot Structure:</b> Persuasion  <b>Focus / Outcome (Hot Task):</b> Letter to Grandpa to persuade him that he does not need his teeth.</p>	<p><b><u>NARRATIVE 5</u></b>  <b>Class text / stimulus:</b> <i>The Lion, the Witch and the Wardrobe</i> – C S Lewis  <b>Model text:</b> <i>Elf Road</i> by Pie Corbett  <b>Genre &amp; Plot Structure:</b> Portal story  <b>Focus / Outcome (Hot Task):</b> To write a portal story</p>
<p><b><u>NON-FICTION 1</u></b>  <b>Class text / stimulus:</b> <i>George and the Dragon</i> – Chris Wormell  <b>Model Text:</b> Teacher written text <i>Why Dragons are afraid of mice</i>  <b>Genre &amp; Plot Structure:</b> Explanation  <b>Focus / Outcome (Hot Task):</b> To write a 'why' explanation e.g. <i>Why Dragons breathe fire; Why Trolls are fat.</i></p>	<p><b><u>POETRY 1</u></b>  <b>Model poem:</b> <i>Wish (a spell)</i> by Brian Moses</p>	<p><b><u>NON-FICTION 4</u></b>  <b>Class text / stimulus:</b> <i>The Lion, the Witch and the Wardrobe</i> – C S Lewis  <i>The Land of Never Believe</i> – Norman Messenger  <b>Model Text:</b> <b>Genre &amp; Plot Structure:</b> Teacher written report about an imaginary world  <b>Focus / Outcome (Hot Task):</b> To write a report about an imaginary world/land</p>

## YEAR 4

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

## YEAR 5

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<p><b><u>Short burst writing focus</u></b>  <b>3 weeks short burst writing (complete Cold task for fiction unit first).</b>  <b>Week 1 = Everyday writing toolkit –focus on grammar skills through short burst writing.</b>  <b>Week 2 = Character short burst writing (from spine poetry to prose)</b>  <b>Week 3 = Setting short burst writing</b></p>	<p><b><u>NARRATIVE 3</u></b>  <b>Class text / stimulus:</b> <i>Beowulf</i> – Michael Morpurgo  <b>Fiction 3 Model Text:</b> <i>Beowulf fights the monster</i> or similar teacher written model text  <b>Genre &amp; Plot Structure:</b> Myth – Defeat the monster/Action Scene  <b>Outcome (Hot Task):</b> 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><b><u>NARRATIVE 5/ NON-FICTION 2</u></b>  <b>Class text / stimulus:</b> <i>This Morning I Met a Whale</i> – Michael Morpurgo  <b>Fiction Model Text:</b> <i>This Morning I Met a Whale</i> adapted model  <b>Genre &amp; Plot Structure:</b> Meeting Tale  <b>Focus / Outcome (Hot Task):</b> To write a meeting tale e.g. where the main character learns an important lesson.</p> <p><b>Non-fiction Model Text:</b> Teacher written exemplar – persuasive speech  <b>Genre &amp; Plot Structure:</b> Persuasion  <b>Focus / Outcome (Hot Task):</b> To write a persuasive speech E.g. on why we should care for our environment / endangered animals / recycle etc.</p>
<p><b><u>NARRATIVE 1</u></b>  <b>Class text / stimulus:</b> <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black  <b>Model Text:</b> Teacher written opening and build up with a focus on creating suspense  <b>Genre &amp; Plot Structure:</b> Fantasy/Tale of suspense  <b>Focus / Outcome (Hot Task):</b> To write an opening and build up to a fantasy story with a focus on suspense  <b><u>NARRATIVE 2</u></b>  <b>Class text / stimulus:</b> <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black  <b>Model Text:</b> <i>The Nightmare Man</i> by Pie Corbett  <b>Genre &amp; Plot Structure:</b> Fantasy/ Tale of suspense  <b>Focus / Outcome (Hot Task):</b> To write a fantasy story with a central suspense theme</p>	<p><b><u>NARRATIVE 4</u></b>  <b>Class text / stimulus:</b> Stories such as: <i>Ariadne, Theseus and The Minotaur</i> or <i>Cobbler of Krakow &amp; the Dragon</i> by Pie Corbett  <b>Fiction 4 Model Text:</b> Teacher written paragraph describing a mythical hero or beast  <b>Genre &amp; Plot Structure:</b> Myth – Defeat the monster/ Characterisation  <b>Outcome (Hot Task):</b> To write an extract from a myth which develops character</p>	

<u>NON-FICTION 1</u>	<u>POETRY 1</u>	<u>NON-FICTION 3</u>
<p><b>Class text / stimulus:</b> <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black</p> <p><b>Model Text:</b> Teacher written discussion – <i>Do elves exist?</i></p> <p><b>Genre &amp; Plot Structure:</b> Discussion</p> <p><b>Focus / Outcome (Hot Task):</b> To write a discussion around a fantastical creature?</p>	<p><b>Model poem:</b> <i>The River</i> by Pie Corbett</p>	<p><b>Class text / stimulus:</b> Images of Killer Whales; short films of Killer Whales in the wild.</p> <p><b>Model Text:</b> <i>Killer Whales</i></p> <p><b>Genre &amp; Plot Structure:</b> Information – Non-chronological report</p> <p><b>Focus / Outcome (Hot Task):</b> To write a detailed information report about an endangered animal.</p>

## YEAR 6

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<p><b><u>Short burst writing focus</u></b>  <b>3 weeks short burst writing (complete Cold task for fiction unit first).</b>  <b>Week 1 = Everyday writing toolkit –focus on grammar skills through short burst writing.</b>  <b>Week 2 = Character short burst writing (from spine poetry to prose)</b>  <b>Week 3 = Setting short burst writing</b></p>	<p><b><u>NARRATIVE 3</u></b>  <b>Class text / stimulus:</b> <i>Storm Breaker</i> – Anthony Horowitz ; Videos about spies e.g. James Bond etc  <b>Model Text:</b> <i>Kidnapped</i> by Pie Corbett  <b>Genre &amp; Plot Structure:</b> Adventure; Flashback plot  <b>Focus / Outcome (Hot Task):</b> To write an adventure story</p>	<p><b><u>SHORT BURST FICTION AND NON-FICTION</u></b>            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><b><u>NARRATIVE 1</u></b>  <b>Class text / stimulus:</b> <i>The Ironwood Tree/The Wrath of Mulgrath</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black  <b>Model Text:</b> <i>The Library</i>  <b>Genre &amp; Plot Structure:</b> Adventure; Chasing/Hiding Plot  <b>Focus / Outcome (Hot Task):</b> To write their own adventure story with a chasing/hiding plot</p>	<p><b><u>SHORT BURST FICTION AND NON-FICTION</u></b>            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><b><u>POETRY</u></b>  <b>Class text / stimulus; Model text:</b> <i>Memories</i> - Pie Corbett  <b>Genre &amp; Plot Structure:</b> Poetry  <b>Focus / Outcome (Hot Task):</b> To write a poem e.g. their own <i>Memories</i> poem that captures key memories of primary school</p>
<p><b><u>NON-FICTION 1</u></b>  <b>Class text / stimulus:</b> <i>The Spiderwick Chronicles</i>  <b>Model Text:</b> Teacher written explanation <i>Why ogres are dangerous</i>  <b>Genre &amp; Plot Structure:</b> Explanation  <b>Focus / Outcome (Hot Task):</b> 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><b><u>AUTOBIOGRAPHY</u></b>  <b>Class text / stimulus; Model text:</b> <i>This Is Me</i> by Matilda Wormwood Autobiography  <b>Genre &amp; Plot Structure:</b> Biography/Autobiography  <b>Focus / Outcome (Hot Task):</b> To write a '<i>This is Me</i>' autobiography to send to secondary school</p>

