

Writing planning overview

ELM class

Year A

	Theme/text	T4W Focus	Construction (paragraphing/ organisation)	Punctuation <i>(link to No- Nonsense Grammar)</i>	Vocabulary <i>(link to spelling)</i>	Grammar <i>(link to No-Nonsense Grammar)</i>	Cross- curriculum or guided reading links	Outcome
Term 1 Unit 1	The Story of Pirate Pete.	Story pattern Rags to riches. Focus: Openings and endings.	Story mountain: opening, build up, problem, resolution, ending. Beginning, middle and end.	Question marks. Exclamation marks.	Glittering, gleaming. Treasure. Compound words: amazement.	Sentence signposts e.g. Long, long ago. First, after that, finally. Power of 3 adjectives e.g. fierce, tall and grumpy pirate. Progressive form of verbs: I was cooking. They are running.	Setting: beach.	The Story of the Forgetful Squirrel.
Term 1 Unit 2	Real leaflet analysis.	Text type: Persuasive leaflet.	Who? What? Where? When? How? Slogan: You'll be nuts about us! USP.	Question marks. Exclamation marks.	Claw – aw. Cry – cried (change y to an ie before the d). Didn't – contracted apostrophes.	Exciting adjectives. Powerful verbs. Power of 3 e.g. Sam cried and cried and cried. Similies: His claws were as	Science: Habitats. Setting: Woodland. Developed from the pirate story. Real life.	Come toland.

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						sharp as swords. Prefix: unhappy. Suffix: forgetful.		
Term 2 Unit 1	The Papaya that Spoke.	Story pattern: Journey Tale. Focus: Dialogue.	Story mountain: opening, build up, problem, resolution, ending. Beginning, middle and end.	Speech marks. Question marks. Exclamation marks.	Run – running (short vowel sound, double the consonant). Shine – shining (long vowel sound, do not double the consonant).	Sentence signposts: Once upon a time. First, next, finally, after that. Power of 3 e.g. he ran and he ran and he ran. Repetitive language. Past tense. Contracted apostrophes i.e. that's, isn't.		Vegetables in the supermarket.
Term 2 Unit 2	The Farmer's Diary.	Text type: Recount in the form of a diary.	Beginning, middle and end. Chronological. Who? What? Where? When?			First person. Headings.		Recount in the form of a diary.

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			<p>Past tense, timesentence signposts, direct speech.</p> <p>View: page 83 Non-fiction Talk 4 Writing across the curriculum</p>					
Term 3 Unit 1	Little Red Riding Hood.	<p>Story pattern: Journey story.</p> <p>Focus: setting.</p>	<p>Story mountain: opening, build up, problem, resolution, ending. Beginning, middle and end.</p>	<p>Question marks. Exclamation marks.</p>		<p>Familiar settings. Traditional stories.</p> <p>Present and past tense correctly.</p>		<p>Recount of the story with a focus on setting and character.</p>
Term 3 Unit 2	How to trap a dragon.	Text type: Instructions.	<p>How to... in the title. List of ingredients/equipment. Numbers to show order. Imperative verbs i.e. mix/stir. Short, clear sentences. Time connectives.</p> <p>Beginning, middle and end.</p> <p>Chronological.</p>	<p>Commas used when writing a list of ingredients.</p> <p>Possible use of colon before a list e.g. What you need: a spade, blanket and sticks.</p>		<p>Commands. Imperative verbs. Sentence signposts.</p>		<p>How to trap a dragon instructions leading onto how to look after a pet dragon.</p>

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Term 4 Unit 1	The Clockwork Dragon. Jonathan Emmet	Story pattern: Defeat the Monster. Focus: Character.	Story mountain: opening, build up, problem, resolution, ending. Beginning, middle and end.	Commas – power of 3.		Similies e.g. stood as tall as a tree. Power of 3 e.g. red, scary and aggressive. Adverbs e.g. he tiptoed quietly. Adjectives e.g. a small, round ball. Alliteration e.g. The dragon slept silently.		A defeat the monster story with a focus on character.
Term 4 Unit 2	Should children spend more time playing board games, reading and less time on the computer?	Text type: Discussion.	Purpose: to present a reasoned and balanced view of an issue. Opening paragraph that introduces the reader to the issue. Contrasting points ending with a reasoned conclusion.			Sentence signposts to guide the reader through the argument i.e. the first reason, also, however, on the other hand, many people believe that.		A discussion document with contrasting points.

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			Looking at viewpoint from both sides. View page 214 Non-fiction Talk 4 Writing across the curriculum					
Term 5 Unit 1	The Secret of Black Rock.	Story pattern: Warning tale. Focus: Suspense.		Exclamations to show impact.	Isolate the character – in darkness/cold. Scary sound effects e.g. something hissed. A hand appeared. Character's reaction e.g. she shivered.	Use dramatic connectives to introduce suspense and drama – at that moment, suddenly, unfortunately.		A suspense story with a scary element which may be a rock or something else (HA).
Term 5 Unit 2	The seaside.	Text type: Information.	Opening that introduces the reader to the subject. Chunks of information, logically organized, possibly with subheadings, information boxes, lists, bullet points, diagrams and images. Fairly formal.			Sentence signposts to add information. Present tense and third person e.g. whales are large.		Information about the seaside. What you can see and words of advice.

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			<p>Detail and description, including comparisons.</p> <p>View page 132 Non-fiction Talk 4 Writing across the curriculum</p>					
Term 6 Unit 1	<p>The Glass Cupboard.</p> <p>Story pattern: Fable.</p>	<p>Story pattern: Fable.</p> <p>Focus: Description – people, places and objects.</p>	<p>To create a description that the reader can imagine, making it sound real and using it to intrigue.</p> <p>Effectiveness of the moral of the fable.</p> <p>Formal language. Present tense. Causal sentence signposts of link explanation. Detail to help understand points in the form of information.</p>			<p>Use precise nouns to 'name it' and create a picture in the reader's mind e.g. poodle rather than dog.</p> <p>Choose adjectives with care and use a comma e.g. the small, round pot.</p> <p>Power of 3 to describe e.g. The cupboard was mysterious, large and scary.</p>		

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						Powerful verbs. Adverbs . Use 'as' and 'like' similes.		
Term 6 Unit 2	How a magical object works.	Text type: Explanation	Series of logical, often chronological and explanatory steps. To help someone understand a process or why something is, or has happened.					An explanation about how their magical object works.

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Year B

	Theme/text	T4W Focus	Construction (paragraphing/ organisation)	Punctuation (<i>link to No- Nonsense Grammar</i>)	Vocabulary (<i>link to spelling</i>)	Grammar (<i>link to No-Nonsense Grammar</i>)	Cross- curriculum or guided reading links	Outcome
Term 1 Unit 1	Cinderella.	Story pattern Rags to riches. Focus: Openings and endings.	Story mountain: opening, build up, problem, resolution, ending. Beginning, middle and end.	Question marks. Exclamation marks.	Glittering, gleaming. Treasure. Compound words: amazement.	Sentence signposts e.g. Long, long ago. First, after that, finally. Power of 3 adjectives. Progressive form of verbs: I was cooking. They are running.	Setting: Cottage/palace	Children to compose their own rags to riches story.
Term 1 Unit 2	Real leaflet analysis. Come to the Cinderella Experience.	Text type: Persuasive leaflet.	Who? What? Where? When? How?	Question marks. Exclamation marks.		Exciting adjectives. Powerful verbs. Power of 3 e.g. Cinderella cried and cried and cried. Similies: His claws were as sharp as swords.		Persuasive leaflet advertising the Cinderella Experience.

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						Prefix: unhappy. Suffix: forgetful.		
Term 2 Unit 1	Harry's Home.	Story pattern: Journey Tale. Focus: Dialogue.	Story mountain: opening, build up, problem, resolution, ending. Beginning, middle and end.	Speech marks. Question marks. Exclamation marks.	Run – running (short vowel sound, double the consonant). Shine – shining (long vowel sound, do not double the consonant).	Sentence signposts: First, next, finally, after that. Past tense. Contracted apostrophes i.e. that's, isn't.		Dialogue. Children to write their own passage with a focus on handwriting etc.
Term 2 Unit 2	Grandad's Diary.	Text type: Recount in the form of a diary.	Beginning, middle and end. Chronological. Who? What? Where? When? Past tense, timesentence signposts, direct speech. View: page 83 Non- fiction Talk 4 Writing across the curriculum			First person. Headings.		A recount in the form of a diary;.

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Term 3 Unit 1	The Gingerbread Man.	Story pattern: Journey story. Focus: setting.	Story mountain: opening, build up, problem, resolution, ending. Beginning, middle and end.	Question marks. Exclamation marks.		Familiar settings. Traditional stories. Present and past tense correctly.		Story focusing on setting and what happened. What is a traditional tale?
Term 3 Unit 2	How to cook gingerbread.	Text type: Instructions.	How to... in the title. List of ingredients/equipment. Numbers to show order. Imperative verbs i.e. mix/stir. Short, clear sentences. Time connectives. Beginning, middle and end. Chronological.	Commas used when writing a list of ingredients. Possible use of colon before a list e.g. What you need: a spade, blanket and sticks.		Commands. Imperative verbs. Sentence signposts.		Recipe detailing how to cook gingerbread.
Term 4 Unit 1	Ocean Meets Sky.	Story pattern: Fantasy. Focus: Description.	Story mountain: opening, build up, problem, resolution, ending. Beginning, middle and end. To create a description that the reader can	Commas – power of 3.		Similies e.g. stood as tall as a tree. Power of 3 e.g. red, scary and aggressive.		A fantasy story with description.

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			<p>imagine, making it sound real and using it to intrigue.</p> <p>Effectiveness of the moral of the fable.</p> <p>Formal language. Present tense. Causal sentence signposts of link explanation. Detail to help understand points in the form of information.</p>			<p>Adverbs e.g. he tiptoed quietly.</p> <p>Adjectives e.g. a small, round ball. Alliteration e.g. The dragon slept silently.</p>		
Term 4 Unit 2	Is it important to look after our seas and oceans?	Text type: Discussion.	<p>Purpose: to present a reasoned and balanced view of an issue.</p> <p>Opening paragraph that introduces the reader to the issue.</p> <p>Contrasting points ending with a reasoned conclusion.</p> <p>Looking at viewpoint from both sides.</p>			<p>Sentence signposts to guide the reader through the argument i.e. the first reason, also, however, on the other hand, many people believe that.</p>		Discussion paper pointing out both sides of the argument.

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			View page 214 Non-fiction Talk 4 Writing across the curriculum					
Term 5 Unit 1	Kassim and the Greedy Dragon.	Story pattern: Warning tale. Focus: Suspense.		Exclamations to show impact.	Isolate the character – in darkness/cold. Scary sound effects e.g. something hissed. A hand appeared. Character's reaction e.g. she shivered.	Use dramatic connectives to introduce suspense and drama – at that moment, suddenly, unfortunately.		Warning tale.
Term 5 Unit 2	Lizards.	Text type: Information.	Opening that introduces the reader to the subject. Chunks of information, logically organized, possibly with subheadings, information boxes, lists, bullet points, diagrams and images. Fairly formal. Detail and description, including comparisons.			Sentence signposts to add information. Present tense and third person e.g. whales are large.		An information leaflet about lizards.

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			View page 132 Non-fiction Talk 4 Writing across the curriculum					
Term 6 Unit 1	The hare and the tortoise. Story pattern: Fable.	Story pattern: Fable. Focus: Description.	<p>To create a description that the reader can imagine, making it sound real and using it to intrigue.</p> <p>Effectiveness of the moral of the fable.</p> <p>Formal language. Present tense. Causal sentence signposts of link explanation. Detail to help understand points in the form of information.</p>			<p>Use precise nouns to 'name it' and create a picture in the reader's mind e.g. poodle rather than dog.</p> <p>Choose adjectives with care and use a comma e.g. the small, round pot.</p> <p>Power of 3 to describe e.g. The cupboard was mysterious, large and scary.</p> <p>Powerful verbs.</p>		A description of the fable.

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						Adverbs . Use 'as' and 'like' similes.		
Term 6 Unit 2	Is important to say 'please' and 'thank you?' Text type: Explanation.		Series of logical, often chronological and explanatory steps. To help someone understand a process or why something is, or has happened.					An explanation detailing both sides.