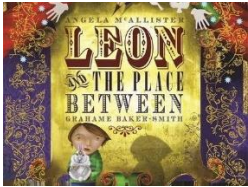



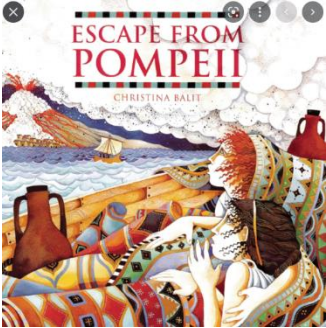
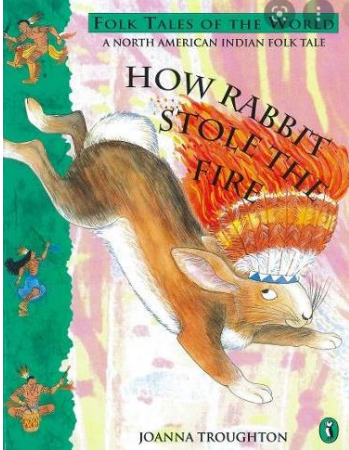
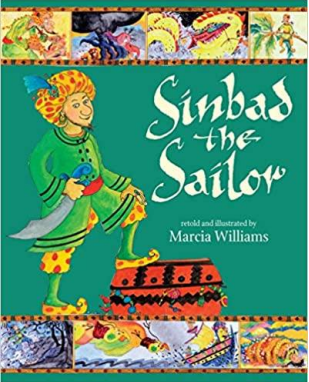
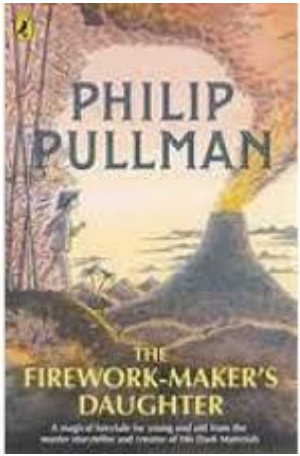
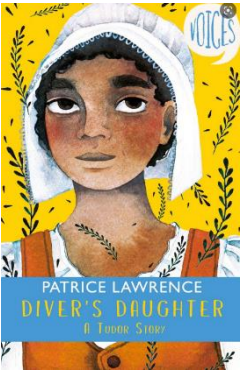
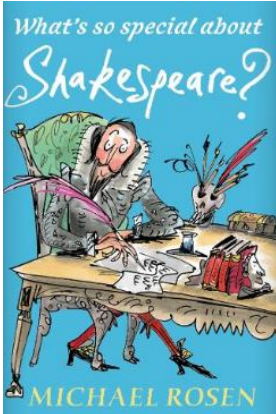
Lower School Long Term Writing Overview – Cycle A

Autumn 1 The Egyptians	Autumn 2 European Study (Spain)	Spring 1 The Railways	Spring 2 The Amazon Rainforest	Summer 1 The Stone Age to the Iron Age	Summer 2 Extreme Weather
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p><b>Text:</b> Marcy and the Riddle of the Sphinx</p>  <p><b>Outcome:</b> Narrative – setting description of entering the belly of the Sphinx.</p>	<p><b>Text:</b> Ferdinand and the Bull</p>  <p><b>Outcome:</b> A Fable</p>	<p><b>Text:</b> Migration: Incredible Animal Journeys</p>  <p><b>Outcome:</b> Non- Chronological Report</p>	<p><b>Text:</b> The Lost Book of Adventure</p>  <p><b>Outcome:</b> Set of Instructions – How to survive in the Amazon Rainforest.</p>	<p><b>Text:</b> Stone Age Boy</p>  <p><b>Outcome:</b> Narrative- Write opening to a portal story</p>	<p><b>Text:</b> Flood</p>  <p><b>Outcome:</b> Persuasive text – write a speech to our local MP arguing against Global Warming.</p>
<p><i>In narratives, create setting, character and atmosphere.</i></p> <p><i>Learn how to use expanded noun phrases to describe and specify</i></p> <p><i>Learn how to use the present and past tense correctly and consistently</i></p>	<p><i>Extending the range of sentences with more than one clause by using a wider range of conjunctions</i></p> <p><i>Use inverted commas and other punctuation to indicate direct speech.</i></p> <p><i>Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</i></p>	<p><i>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar.</i></p> <p><i>Extending the range of sentences with more than one clause by using a wider range of conjunctions</i></p> <p><i>Indicating possession by using the possessive apostrophe with plural nouns.</i></p> <p><i>In non-narrative material, using simple organisational devices</i></p>	<p><i>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar.</i></p> <p><i>In non-narrative material, using simple organisational devices</i></p> <p><i>Using the present perfect form of verbs in contrast to the past tense</i></p> <p><i>Using conjunctions, adverbs and preposition to express time</i></p>	<p><i>In narratives, create setting, character and atmosphere.</i></p> <p><i>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</i></p> <p><i>Using conjunctions, adverbs and preposition to express time and cause.</i></p> <p><i>Building varied and rich vocabulary and an increasing range of sentence structure</i></p>	<p><i>Organise paragraphs around a theme</i></p> <p><i>Using fronted adverbials</i></p> <p><i>Building varied and rich vocabulary and an increasing range of sentence structure</i></p> <p><i>Using commas after fronted adverbials</i></p>

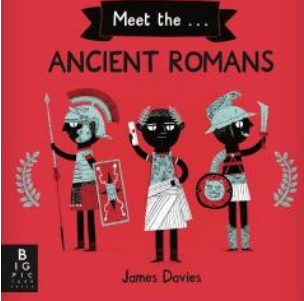
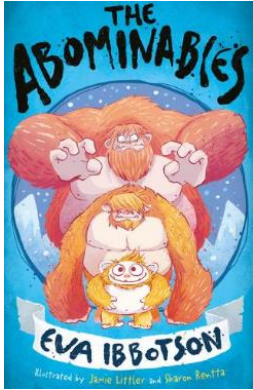

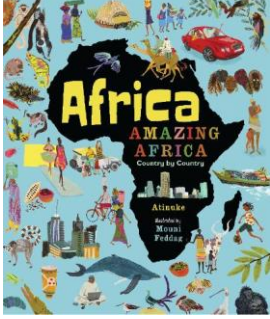
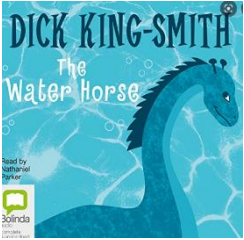
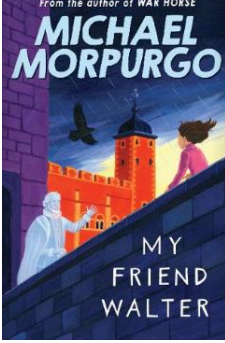
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p><b>Text:</b> Tui/various holiday brochures/adverts.</p>  <p><b>Outcome:</b> Visit Ancient Egypt webpage advert.</p>	<p><b>Text:</b> Leon and the place between</p>  <p><b>Outcome:</b> Narrative – setting description.</p>	<p><b>Text:</b> The Iron Man Ted Hughes the Iron Man</p>  <p><b>Outcome:</b> Newspaper Report /Recount (Read book as class story for context beforehand)</p>	<p><b>Text:</b> The Jungle Book RUDYARD KIPLING</p>  <p><b>Outcome:</b> character description with a focus on descriptive features.</p>	<p><b>Text:</b> Harry Potter and the Chamber of Secrets</p>  <p><b>Outcome:</b> Letter- children are to write their own howler to reprimand.</p>	<p><b>Text:</b> Flying Free</p>  <p><b>Outcome:</b> Biography Report about Bessie Coleman/other influential women in the world.</p>
<p><i>In non-narrative material, using simple organisational devices</i></p> <p><i>Organise paragraphs around a theme.</i></p> <p><i>Evaluate and edit by assessing the effectiveness of their own and others writing and suggest improvements</i></p> <p><i>Using and punctuating direct and indirect speech</i></p>	<p><i>Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</i></p> <p><i>In narratives create settings, characters and plot</i></p> <p><i>Evaluate and edit by assessing the effectiveness of their own and others writing and suggest improvements</i></p>	<p><i>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar.</i></p> <p><i>In non-narrative material, using simple organisational devices</i></p> <p><i>Building varied and rich vocabulary and an increasing range of sentence structure</i></p>	<p><i>Building varied and rich vocabulary and an increasing range of sentence structure</i></p> <p><i>In narratives creating characters and atmosphere ( similes, alliteration, personification)</i></p> <p><i>Extending the range of sentences including expanded noun phrases</i></p>	<p><i>In non-narrative material, using simple organisational devices</i></p> <p><i>Use the present perfect form of verbs in contrast to the past tense.</i></p> <p><i>Extending the range of sentences including exclamatory, simple, compound and complex</i></p>	<p><i>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar.</i></p> <p><i>In non-narrative material, using simple organisational devices</i></p> <p><i>Organise paragraphs around a theme</i></p>

		<p><i>Using and punctuating direct speech</i></p> <p><i>Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences</i></p>		<p><i>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar.</i></p> <p><i>Evaluate and edit by assessing the effectiveness of their own and others writing and suggest improvements</i></p>	<p><i>Indicating possession by using the possessive apostrophe with plural nouns.</i></p> <p><i>Using conjunctions, adverbs and preposition to express time and cause.</i></p>
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Lower School Long Term Writing Overview – Cycle B

Autumn 1 Roman Britain	Autumn 2 Volcanoes, Mountains and Earthquakes	Spring 1 Early Islamic Civilization	Spring 2 Economic Activity (Africa) – Chocolate!	Summer 1 The Tudors	Summer 2 The Tudors
<p><b>Learning Journey 1</b></p> <p><b>Text:</b> Escape From Pompeii</p>  <p><b>Outcome:</b> Narrative – setting description.</p>	<p><b>Learning Journey 1</b></p> <p><b>Text:</b> The Rabbit who stole the Fire</p>  <p><b>Outcome:</b> Narrative – character description.</p>	<p><b>Learning Journey 1</b></p> <p><b>Text:</b> Sinbad the Sailor</p>  <p><b>Outcome:</b> Narrative – create a short fable featuring Sinbad.</p>	<p><b>Learning Journey 1</b></p> <p><b>Text:</b> The Firework Maker's daughter</p>  <p><b>Outcome:</b> Write the secret diary of the Firework Maker</p>	<p><b>Learning Journey 1</b></p> <p><b>Text:</b> The Diver's Daughter</p>  <p><b>Outcome:</b> Narrative – building atmosphere.</p>	<p><b>Learning Journey 1</b></p> <p><b>Text:</b> What's so special about Shakespeare?</p>  <p><b>Outcome:</b> Biography on Shakespeare or other Tudor figure.</p>
<p><i>In narratives, create setting, character and atmosphere.</i></p> <p><i>Learn how to use expanded noun phrases to describe and specify</i></p> <p><i>Learn how to use the present and past tense correctly and consistently</i></p>	<p><i>Building varied and rich vocabulary and an increasing range of sentence structure</i></p> <p><i>In narratives creating characters and atmosphere ( similes, alliteration, personification)</i></p> <p><i>Extending the range of sentences including expanded noun phrases</i></p>	<p><i>Extending the range of sentences with more than one clause by using a wider range of conjunctions</i></p> <p><i>Use inverted commas and other punctuation to indicate direct speech.</i></p> <p><i>Composing and rehearsing sentences orally, progressively buliding a varied and rich vocabulary and an increasing range of sentence strctures</i></p>	<p><i>Composing and rehearsing sentences orally, progressively buliding a varied and rich vocabulary and an increasing range of sentence strctures.</i></p> <p><i>Plan writing by discussing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocaulary and grammar.</i></p> <p><i>Evaluate and edit by assessing the effeciveness of their own and others writing and suggesting improvments</i></p>	<p><i>Composing and rehearsing sentences orally, progressively buliding a varied and rich vocabulary and an increasing range of sentence strctures.</i></p> <p><i>In narratives create settings, characters and plot</i></p> <p><i>Evaluate and edit by assessing the effectiveness of their own and others writing and suggest improvements</i></p>	<p><i>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar.</i></p> <p><i>In non-narrative material, using simple organisational devices</i></p> <p><i>Organise paragraphs around a theme</i></p> <p><i>Indicating possession by using the possessive apostrophe with plural nouns.</i></p>



					Using conjunctions, adverbs and preposition to express time and cause.
<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>
<p><b>Text:</b> Meet the Ancient Romans</p>  <p><b>Outcome:</b> Non-chronological report about an aspect of Roman life.</p>	<p><b>Text:</b> The Abominables</p>  <p><b>Outcome:</b> Set of instructions – how to look after a pet Yeti.</p>	<p><b>Text:</b> Tui/various holiday brochures/adverts.</p>  <p><b>Outcome:</b> Visit Ancient Islam webpage advert.</p>	<p><b>Text:</b> Africa Amazing Africa</p>  <p><b>Outcome:</b> Non-chronological report about a region of Africa.</p>	<p><b>Text:</b> The Water Horse</p>  <p><b>Outcome:</b> Figurative Language – descriptive poetry.</p>	<p><b>Text:</b> My Friend Walter</p>  <p><b>Outcome:</b> Narrative</p>
<p><i>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar.</i></p> <p><i>Extending the range of sentences with more than one clause by using a wider range of conjunctions</i></p> <p><i>Indicating possession by using the possessive apostrophe with plural nouns.</i></p> <p><i>In non-narrative material, using simple organisational devices</i></p>	<p><i>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar.</i></p> <p><i>In non-narrative material, using simple organisational devices</i></p> <p><i>Using the present perfect form of verbs in contrast to the past tense</i></p> <p><i>Using conjunctions, adverbs and preposition to express time</i></p>	<p><i>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar.</i></p> <p><i>In non-narrative material, using simple organisational devices</i></p> <p><i>Organise paragraphs around a theme.</i></p> <p><i>Evaluate and edit by assessing the effectiveness of their own and others writing and suggest improvements</i></p> <p><i>Using and punctuating direct and indirect speech</i></p>	<p><i>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar.</i></p> <p><i>Extending the range of sentences with more than one clause by using a wider range of conjunctions</i></p> <p><i>Building varied and rich vocabulary and an increasing range of sentence structure</i></p> <p><i>Indicating possession by using the possessive apostrophe with plural nouns.</i></p> <p><i>In non-narrative material, using simple organisational devices</i></p>	<p><i>In narratives creating characters and atmosphere ( similes, alliteration, personification)</i></p> <p><i>Use figurative language in a range of writing.</i></p> <p><i>Select appropriate vocabulary, understanding how such choices can change and enhance meaning.</i></p> <p><i>Assess effectiveness of their own and others writing.</i></p>	<p><i>In narratives, create setting, character and atmosphere.</i></p> <p><i>Building varied and rich vocabulary and an increasing range of sentence structure</i></p> <p><i>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</i></p> <p><i>Using conjunctions, adverbs and preposition to express time and cause.</i></p>