

**Durley CE Primary School**  
**Long Term Planning for Writing**

**STATEMENT OF INTENT**

By exploring a wide range of classic and modern texts as well as films, we aspire to develop an enjoyment for writing, giving our children an in-depth appreciation and understanding of the relationship between the author and the reader. Learning the crafts of being an author enables our pupils to recognise how the vocabulary, structure and composition of a piece of writing impacts on the reader. This knowledge gives them the freedom to express themselves with a clear voice and allows their writing to speak to its audience beyond just being words on a page. As a core subject, and a skill for life, we want to ensure that children understand the significance of writing and its application in everyday situations, both in childhood and their adult lives and future careers. Weaving through the heart of our writing curriculum is a commitment to enhancing and promoting our core Christian Values: Love, Respect and Forgiveness.

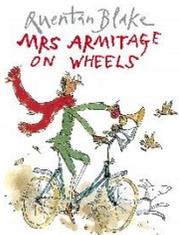
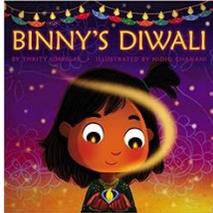
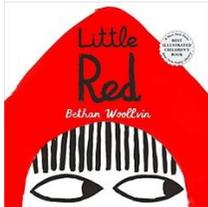
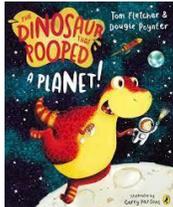
**IMPLEMENTATION**

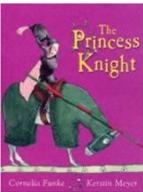
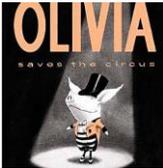
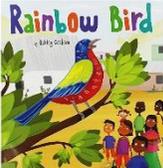
Writing is taught systematically throughout the school with clear outcomes for learning journeys, often inspired by a text driver. Children are given specific writing targets and many opportunities are offered to enable children to develop their writing skills across the curriculum. Foundation Stage children are given a wide variety of opportunities to develop their writing through play which allows them to practise and apply the skills that they have learnt in adult-directed sessions. They can then use their phonic knowledge to write words in ways which match their spoken sound; they will develop the ability to use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Our English learning journeys ensure that our pupils have a clear understanding that writing is an essential form of communication and that adapting writing for a reader is of the utmost importance. We nurture a culture of evaluation and refinement where children take pride in their writing, as well as proofreading, revising and editing their writing over time. Children will increasingly develop independence in being able to identify their own areas for improvement, editing their work effectively during and after the writing process to ensure that it includes the appropriate grammar, style and vocabulary for their reader and purpose as identified in the learning journey. We incorporate our skills in reading throughout the journey for writing, identifying, evaluating and emulating the skills displayed by the authors whose texts we read.

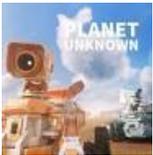
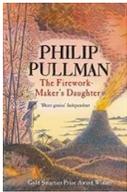
Handwriting requires practice to enable children to become fluent and coherent writers. Therefore, we teach it as a specific skill rather than an independent task. Each child will be taught the correct letter formation or join for their developmental stage. Additional, independent practice may be included within the timetable to help consolidate these skills. We teach children a programme of cursive handwriting at Durley as we believe that this particular script enables children to master the formation of letter strings, joined script and spellings with greater ease. Children in Foundation Stage are taught to print letters before this is developed in Key Stage 1 and beyond in a cursive style with ascenders and descenders.

**IMPACT**

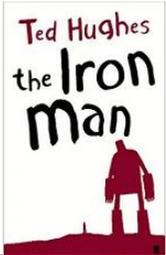
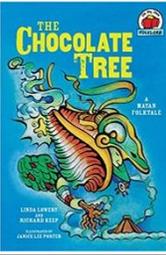
- Create a sense of pride, enjoyment and stamina for writing.
- Expose children to a wide range of quality texts, authors and genres of writing.
- Create thoughtful writers who are able to edit and improve their writing independently and accurately.
- Children can write for a range of purposes with confidence.
- Children can recognise and use grammatical features accurately.
- Children recognise the links between reading and writing.

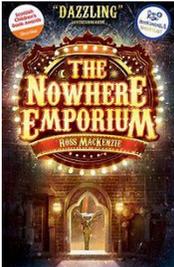
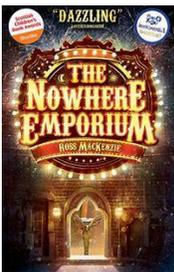
Year 1/2 Writing Learning Journey Blue/Yellow Class			Entertain/Inform/Persuade/Discuss		
Autumn 1		Autumn 2		Spring 1	
<p><b>Text Drivers:</b> Mrs Armitage on Wheels</p> 	<p><b>Text Drivers:</b> Binny's Diwali</p> 	<p><b>Text Drivers:</b> Little Red</p> 	<p><b>Text Drivers:</b> Christmasaurus</p> 	<p><b>Text Drivers:</b> Archaeological Dig &amp; CGI Dinosaur.</p>	<p><b>Text Drivers:</b> The Dinosaur that pooped a planet.</p> 
<p><b>Purpose:</b> To entertain <b>Outcome:</b> 'Innovated' story rewrite. <b>Supplementary Outcomes:</b> Description of character. <b>Key Objective:</b> Y1 Begin to punctuate sentences using a capital letter and a full stop Y2 When planning, write down ideas and/or key words, including new vocabulary</p>	<p><b>Purpose:</b> To entertain <b>Outcome:</b> Bonfire and firework poetry <b>Key Objective:</b> Y1 Y2 When planning, write down ideas and/or key words, including new vocabulary</p>	<p><b>Purpose:</b> To Inform <b>Outcome:</b> Newspaper <b>Supplementary Outcomes:</b> Diary, Recount, Journalistic <b>Key Objective:</b> Y1 Sequence sentences to form short narratives Y2 Use sentences with different forms: statement, question, exclamation, command</p>	<p><b>Purpose:</b> To entertain <b>Outcome:</b> Short setting and character description. <b>Key Objective:</b> Y1 Compose a sentence orally before writing it Y2 Write expanded noun phrases to describe and specify</p>	<p><b>Purpose:</b> To Inform <b>Outcomes:</b> Information Text, <b>Supplementary Outcomes:</b> Wanted Poster, Short Narrative <b>Key Objective:</b> Y1 Y2 Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</p>	<p><b>Purpose:</b> To Entertain <b>Genres/outcomes:</b> Short Narrative <b>Key Objective:</b> Y1 Re-read what they have written to check that it makes sense Y2 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>

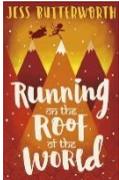
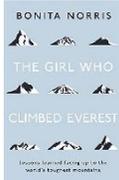
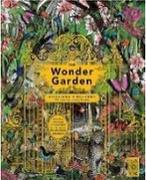
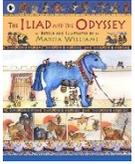
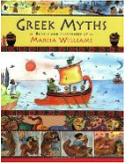
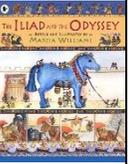
Year 1/2 Writing Learning Journey Blue/Yellow Class		Entertain/Inform/Persuade/Discuss	
Spring 2	Summer 1	Summer 1	Summer 2
<p><b>Text Drivers:</b> Portchester Castle Trip The Princess Knight</p> 	<p><b>Text Drivers:</b> Nell and the Circus of Dreams Olivia saves the circus</p>  	<p><b>Text Drivers:</b> Rainbow bird Owl babies Ugly bug ball</p>   	
<p><b>Purpose:</b> To inform/persuade <b>Outcome:</b> Non fiction leaflets/adverts <b>Supplementary Outcomes:</b> Recounts and Instructions</p> <p><b>Key Objective:</b></p> <p>Y1 Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>Y2 Re-read to check that writing makes sense e.g. verb tense</p>	<p><b>Purpose:</b> To entertain/persuade <b>Outcome:</b> Posters (advert) <b>Supplementary Outcomes:</b> Short narrative and poetry.</p> <p><b>Key Objective:</b></p> <p>Y1 Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p> <p>Y2 Proof-read to check for errors in spelling, grammar and punctuation</p>	<p><b>Purpose:</b> To inform/entertain <b>Outcome:</b> Narrative <b>Supplementary Outcomes:</b> Information text</p> <p><b>Key Objective:</b></p> <p>Y1 Write reliably formed simple and compound sentences</p> <p>Y2 Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p>	

Year 3/4 Writing Learning Journey Red Class		Entertain/Inform/Persuade/Discuss		
Autumn 1		Autumn 2		Spring 1
<p><b>Text Drivers:</b> Literacy Shed – I lived on the Moon Video.</p> 	<p><b>Text Drivers:</b> Documentaries of the first moon landing and Tim Peake’s visits to the International Space Centre.</p> 	<p><b>Text Driver:</b> The Chocolate Tree: A Mayan Adventure.</p> 	<p><b>Text Driver:</b> Follow on from Chocolate Tree and Chocolate making.</p> 	<p><b>Text Drivers:</b> The Firework Maker’s Daughter</p> 
<p><b>Purpose:</b> Entertain <b>Outcome:</b> Description of the moon. Journey to the moon narrative. <b>Supplementary Outcomes:</b> Narrative of story, Description of planets and their inhabitants. <b>Key Objective:</b> in narratives, creating settings, characters and plot.</p>	<p><b>Purpose:</b> Inform <b>Outcome:</b> Non-Chronological Report. Diary entries. Newspaper report. <b>Supplementary Outcomes:</b> <b>Key Objective:</b> in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p><b>Purpose:</b> Entertain <b>Outcome:</b> Writing a myth. <b>Supplementary Outcomes:</b> Descriptions of characters. <b>Key Objective:</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. In narratives, creating settings, characters and plot.</p>	<p><b>Purpose:</b> Discuss &amp; Persuade <b>Outcome:</b> Writing an advert for a favourite brand of chocolate. Balanced discussion on the benefits/ draw backs of eating chocolate. <b>Supplementary Outcomes:</b> <b>Key Objective:</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p><b>Purpose:</b> Entertain <b>Outcome:</b> Narrative – similar setting <b>Supplementary Outcomes:</b> Descriptions of settings and characters. Letters between characters. <b>Key Objective:</b> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>

Year 3/4 Writing Learning Journey Red Class			Entertain/Inform/Persuade/Discuss		
Spring 2		Summer 1		Summer 2	
<p><b>Text Driver:</b> Videos of Volcanic eruptions/ earthquakes.</p> 	<p><b>Text Driver:</b> Videos of volcanic eruptions/ earthquakes/ tsunamis.</p>	<p><b>Text Driver:</b> The Queen’s Token by Pamela Oldfield (Literacy Shed)</p> 	<p><b>Text Driver:</b> Videos about Kings and Queens of England.</p>	<p><b>Text Drivers:</b> BBC Teach Video: The UK</p> 	
<p><b>Purpose:</b> Entertain <b>Outcome:</b> Descriptions &amp; Poems <b>Supplementary Outcomes:</b> <b>Key Objective:</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p><b>Purpose:</b> Inform <b>Outcome:</b> Non-Chronological Report about eruption/earthquake. Instructions for what to do in an earthquake/ tsunami. <b>Supplementary Outcomes:</b> <b>Key Objective:</b> in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p><b>Purpose:</b> Inform <b>Outcome:</b> Writing character descriptions and diary entries <b>Supplementary Outcomes:</b> Link with Kings and Queens unit. <b>Key Objective:</b> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p><b>Purpose:</b> Inform <b>Outcome:</b> Chronological report of famous Royals. <b>Supplementary Outcomes:</b> Biography of a king or queen. <b>Key Objective:</b> Proof read for spelling and punctuation errors. In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p><b>Purpose:</b> Persuade <b>Outcome:</b> Tourist Leaflet and script for advert to persuade people to visit the UK. <b>Supplementary Outcomes:</b> Advert to be filmed. <b>Key Objective:</b> perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p><b>Purpose:</b> Persuade <b>Outcome:</b> Letter to persuade people to stop bullying. <b>Supplementary Outcomes:</b> Anti bullying posters. <b>Key Objectives:</b> organising paragraphs around a theme Proof read for spelling and punctuation errors.  <b>Text Driver: Birds Video</b></p> 

Year 4/5 Writing Learning Journey Green Class			Entertain/Inform/Persuade/Discuss			
Autumn 1		Autumn 2		Spring 1		
<p><b>Text Driver:</b></p>  <p>The Iron Man by Ted Hughes</p>		<p><b>Text Driver:</b></p>  <p>The Chocolate Tree (A Mayan Folk Tale)</p>		<p><b>Text Driver:</b></p>  <p>I survived the eruption of Mount St. Helens by Lauren Tarshis</p> <p>And video clips of earthquakes and volcanoes</p>		
<p><b>Purpose:</b> Inform</p> <p><b>Outcome:</b> Diary of a day on the ISS</p> <p><b>Supplementary Outcomes</b></p> <p>Tim Peake biography</p> <p><b>Key Objective:</b></p> <p><b>Y4:</b> plan their writing by discussing and recording ideas.</p> <p><b>Y5:</b> Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p>	<p><b>Purpose:</b> Entertain</p> <p><b>Outcome:</b> description of a newly discovered planet</p> <p><b>Key Objective:</b></p> <p><b>Y4:</b> draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p><b>Y5:</b> draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p><b>Purpose:</b> Inform</p> <p><b>Outcome:</b> description of the battle between Iron Man and ABSD</p> <p><b>Supplementary Outcomes:</b> Writing dialogue</p> <p><b>Key Objective:</b></p> <p><b>Y4:</b> draft and write by organising paragraphs around a theme.</p> <p><b>Y5:</b> Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>	<p><b>Purpose:</b> Discuss</p> <p><b>Outcome:</b> Writing a balanced discussion on the issue of whether it was right for the Gods to give the cacao tree to the Mayans</p> <p><b>Key Objective:</b></p> <p><b>Y4:</b> evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p><b>Y5:</b> evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p><b>Purpose:</b> Entertain</p> <p><b>Outcome:</b> writing a Mayan Adventure story</p> <p><b>Supplementary Outcomes:</b> Writing dialogue</p> <p><b>Key Objective:</b></p> <p><b>Y4:</b> draft and write by in narratives, creating settings, characters and plot.</p> <p><b>Y5:</b> Plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p><b>Purpose:</b> Entertain</p> <p><b>Outcome:</b> figurative poetry on the theme of volcanoes</p> <p><b>Key Objective:</b></p> <p><b>Y4:</b> read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><b>Y5:</b> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p><b>Purpose:</b> Persuade</p> <p><b>Outcome:</b> Formal letter to council persuading them to evacuate an area</p> <p><b>Supplementary Outcomes:</b> Formal and informal language</p> <p><b>Key Objective:</b></p> <p><b>Y4:</b> evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p><b>Y5:</b> evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p><b>Y5:</b> evaluate and edit by assessing the effectiveness of their own and others' writing</p>

Year 4/5 Writing Learning Journey Green Class		Entertain/Inform/Persuade/Discuss					
Spring 2		Summer 1		Summer 2			
<p><b>Text Driver:</b></p>  <p>I survived the eruption of Mount St. Helens by Lauren Tarshis</p> <p>And video clips of earthquakes and volcanoes</p>		<p><b>Text Driver:</b></p>  <p>The Nowhere Emporium by Ross MacKenzie</p>		<p><b>Text Driver:</b></p>  <p>The Nowhere Emporium by Ross MacKenzie</p>		<p><b>Text Driver:</b></p> <p>Video clips and photos of Southampton past and present</p>	
<p><b>Purpose:</b> Inform</p> <p><b>Outcome:</b> first person account of a volcanic eruption</p> <p><b>Supplementary Outcomes:</b></p> <p><b>Key Objective:</b></p> <p><b>Y4:</b> proofread for spelling and punctuation errors.</p> <p><b>Y5:</b> evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p>	<p><b>Purpose:</b> Discuss</p> <p><b>Outcome:</b> Should people live near fault lines and volcanoes?</p> <p><b>Supplementary Outcomes:</b></p> <p><b>Key Objective:</b></p> <p><b>Y4:</b> plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p><b>Y5:</b> draft and write by using a wide range of devices to build cohesion within and across paragraphs.</p>	<p><b>Purpose:</b> Entertain</p> <p><b>Outcome:</b> writing a suspense narrative</p> <p><b>Supplementary Outcomes:</b> writing dialogue, creative descriptive writing</p> <p><b>Key Objective:</b></p> <p><b>Y4:</b> draft and write by in narratives, creating settings, characters and plot.</p> <p><b>Y5:</b> draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p>	<p><b>Purpose:</b> Entertain/inform</p> <p><b>Outcome:</b> Biography of Lucien Silver's life</p> <p><b>Supplementary Outcomes:</b> character profile</p> <p><b>Key Objective:</b></p> <p><b>Y4:</b> plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p><b>Y5:</b> draft and write by précising longer passages.</p>	<p><b>Purpose:</b> Inform/persuade</p> <p><b>Outcome:</b> tourist guide to Southampton</p> <p><b>Supplementary Outcomes:</b></p> <p><b>Key Objective:</b></p> <p><b>Y4:</b> draft and write by in non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p><b>Y5:</b> draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p>	<p><b>Purpose:</b> Inform</p> <p><b>Outcome:</b> biographies of famous British monarchs</p> <p><b>Key Objective:</b></p> <p><b>Y4:</b> proofread for spelling and punctuation errors.</p> <p><b>Y5:</b> proofread for spelling and punctuation errors.</p>		

Year 6 Writing Learning Journey Purple Class		Entertain/Inform/Persuade/Discuss		
Autumn 1		Autumn 2	Spring 1	
<p><b>Text Drivers:</b></p>    <p>Short! collection Short films: Francis (Literacy Shed)/ Alma (Literacy Shed)</p>	<p><b>Text Drivers:</b></p>   <p>D-Day: As It Happens (C4 Documentary)/Beyond the Lines (Literacy Shed)</p>	<p><b>Text Drivers:</b></p>   <p>The Girl Who Climbed Everest Running on the roof of the world</p>	<p><b>Text Driver:</b></p>  <p>The Wonder Garden</p>	
<p><b>Purpose:</b> Entertain <b>Outcome:</b> Short horror narrative. <b>Supplementary Outcomes:</b> Suspense and tension narratives.</p> <p><b>Key Objective:</b> draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p><b>Purpose:</b> Inform/Entertain <b>Outcome:</b> D-Day Biography. <b>Supplementary Outcomes:</b> Letters, Diaries, Performance poetry.</p> <p><b>Key Objective:</b> ensuring the consistent and correct use of tense throughout a piece of writing.</p>	<p><b>Purpose:</b> Discuss <b>Outcome:</b> Argument. (Mountain Tourism GD - Balanced) <b>Supplementary Outcomes:</b> Uluru balanced argument.</p> <p><b>Key Objective:</b> plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>	<p><b>Purpose:</b> Inform/Entertain <b>Outcome:</b> Children’s own Wonder Garden page on chosen place. <b>Supplementary Outcomes:</b> Setting descriptions.</p> <p><b>Key Objective:</b> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	
Spring 2		Summer 1	Summer 2	
<p><b>Text Driver:</b></p>  <p>Where The Night Came From (Animation)</p>	<p><b>Text Driver:</b></p>  <p>Great Kapok Tree</p>	<p><b>Text Driver:</b></p>  <p>Iliad and the Odyssey</p>	<p><b>Text Drivers:</b></p>   <p>Collection of Greek Myths</p>	
<p><b>Purpose:</b> Entertain <b>Outcomes:</b> Narrative.</p> <p><b>Key Objective:</b> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p>	<p><b>Purpose:</b> Persuade <b>Outcome:</b> Letter <b>Supplementary Outcomes:</b> Tourism Leaflet</p> <p><b>Key Objective:</b> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p><b>Purpose:</b> Inform <b>Outcome:</b> Newspaper Report</p> <p><b>Key Objective:</b> using a wide range of devices to build cohesion within and across paragraphs.</p>	<p><b>Purpose:</b> Inform <b>Outcome:</b> ‘Idiots’ Guide’ Instructions.</p> <p><b>Key Objective:</b> evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p><b>Purpose:</b> Entertain <b>Outcome:</b> Short narrative</p> <p><b>Key Objective:</b> evaluate and edit by assessing the effectiveness of their own and others’ writing.</p>