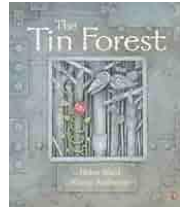



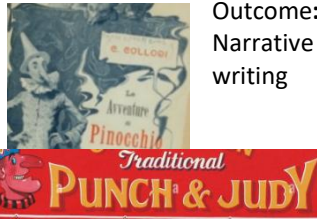
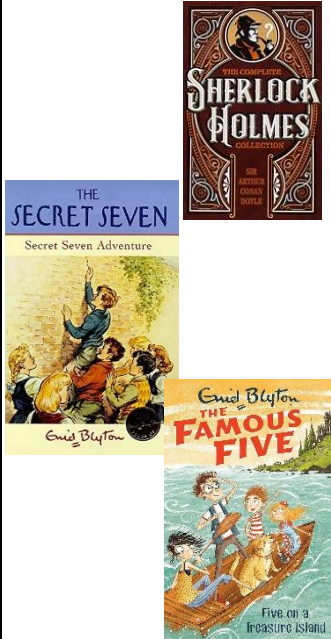






# Year 3 Long Term Writing Overview


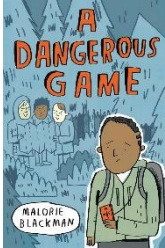

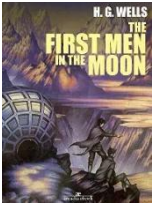
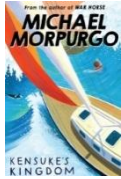

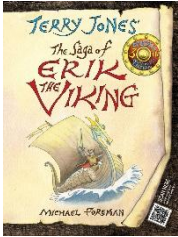
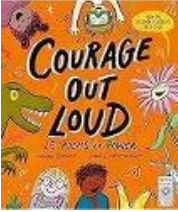
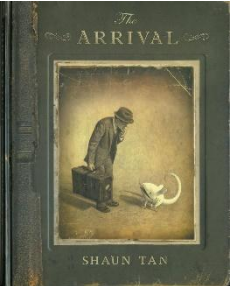
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Text:</b> Journey / Quest / Return</p>    <p><b>Outcomes:</b> Descriptive writing Writing from different perspectives Acrostic Poetry</p>	<p><b>How does an author create an epic landscape?</b> <b>Text:</b> October October by Katya Balen <b>Outcome:</b> Narrative text in the style of the author</p> <hr/> <p><b>Can you bring the spirit of Spring alive through your word choice?</b> <b>Text:</b> Winter's Child by Angela McAllister <b>Link texts:</b> Winter by Judith Nicholls, Over and Under the Snow by Kate Messner, Easter by John Rice <b>Outcome:</b> Narrative paragraph describing Spring</p>	<p><b>How does a poet use personification to describe the Northern Lights</b> <b>Text:</b> Cosmic Disco by Grace Nichols <b>Outcome:</b> Poetry based on Northern Lights</p>  <hr/> <p><b>How can we use an extended metaphor to describe worry or fear?</b> <b>Text:</b> Black Dog by Levi Pinfold <b>Link texts:</b> Gruffalo's Child by Julia Donaldson, The Iron Man by Ted Hughes <b>Outcome:</b> Their own story of overcoming fear, with an extended metaphor</p>  <hr/> <p><b>Can you create a surprise ending in poetry?</b> <b>Text:</b> What is Pink by Christina Rossetti <b>Outcome:</b> A poem exploring colour</p>	<p><b>How does Robert Louis Stevenson build vivid characterisation?</b> <b>Text:</b> Treasure Island</p>  <p><b>Outcomes:</b> Narrative: character description Narrative: building tension as Jim tries to escape</p>	<p><b>How can we persuade the school to be more wild?</b> <b>Text:</b> Every Child Wild article from Aquila magazine, Wild Child by Dara McAnulty, The Wild by Yuval Zommer</p> 	<p><b>Text:</b> The Tin Forest</p> 
<b>Let's Think in English</b>					
Journey, Quest and Return	Elise – Antje Damm	Rain Before Rainbows – Smriti Prasadam	This is not my Hat- Jon Klassen	Tunnel – Anthony Browne	The Wall – Jon Agee
Who Done It- Oliver Tallec	Clocktower Animation Who, What, Where – Oliver Tallec	The Selfish Crocodile – Faustin Charles		Tadpole's Promise – Jeanne Willis and Tony Ross	Wolves – Emily Gravett
					Fish is Fish ' Leo Lionni' A boy and his Kite - animation

# Year 4 Long Term Writing Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Outcomes:</b> Instructions Letter writing Description</p> <p><b>To be changed for September 2026</b></p>	<p><b>How can we expertly inform our reader?</b></p>  <p><b>Outcome:</b> Information Text</p> <p><b>Can you create an original 'animile' to amaze your reader?</b></p>  <p><b>Outcome:</b> Poem</p> <p><b>How does comedy help to shape the narrative of a famous story?</b></p>  <p><b>Outcome:</b> Narrative writing</p>	<p><b>How does an author create intrigue in a detective story?</b></p> <p><b>Outcomes:</b> Sections of Detective Story writing building suspense.</p>  <p><b>Agent Zaira INVESTIGATES</b></p> 	<p><b>How can we build tension within our writing?</b></p> <p><b>Text:</b> Leon and the place between The Door Alice in Wonderland and other classic texts</p>  <p><b>Outcomes:</b> Description Poetry</p>	<p><b>How does a writer make a successful, persuasive piece of writing?</b></p> <p><b>Texts:</b> Rivers</p>  <p><b>Outcomes:</b> Non -Fiction focus;  Persuasive writing – How can we persuade our community to contribute to WaterAid?</p>	<p><b>How are stereotypes challenged through literature?</b></p> <p><b>Challenging Stereotypes Text:</b></p>  <p><b>Outcomes:</b> Debate  Argument – should boys have a separate playground?  Instructions Personal recount – diary writing</p>
<b>Let's Think in English</b>					
Kids – Spike Milligan	Wild – Emily Hughes	Harris Burdick - Mysteries	La Luna – Pixar Short	Fast Rode the Knight – Stephen Crane Poem	Ian - Film





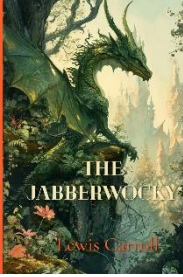





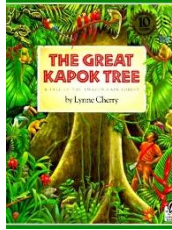

The Sea Saw – Tom Percival	Before After – Anne Margot picture book	The Suitcase – Chris Naylor Ballestero Picture Book	Here we are – Oliver Jeffers	The Present – Short film by Jacob	Little Blue and Little Yellow – Leo Lionni
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# Year 5 Long Term Writing Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Text:</b> Macbeth</p>  <p><b>Outcomes:</b> Drama. Letter writing from character's view point with appropriate language and tone.</p>	<p>Hampshire Illustrated Book Award</p> <p><b>Text:</b> A Dangerous Game by Malorie Blackman</p>  <p><b>Outcome:</b> Empathetic diary writing. Persuasive informal letter writing. TV News Report</p>	<p><b>How do writers influence our feelings and perspective of spiders?</b></p>  <p><b>Outcomes:</b> Poem about a Spider Write in role as Spider</p> <p><b>Link Texts:</b> Poems about Spiders</p> <p><b>Can I capture the drama and wonder of describing life on another planet?</b></p>  <p><b>Outcome:</b> Descriptive account/narrative of discovering life on another planet.</p> <p><b>Link Texts:</b> Extract from Yuri Gagarin's Diary The Day of the Triffids – John Wyndham</p>	<p><b>What techniques does Michael Morpurgo use to engage and sustain his readers' interest?</b></p>  <p>Kensuke's Kingdom by Michael Morpurgo (linked to Guided Reading)</p> <p><b>Outcomes:</b> Story opening Character description Story setting</p> <p><b>Link Texts:</b> Range of Michael Morpurgo texts</p>	<p><b>How do non-fiction writers make their texts engaging, accessible and informative?</b></p>  <p><b>Text:</b> (various including: Vikings in 30 seconds 50 things you should know about the Vikings</p> <p><b>Outcomes:</b> Information texts about the Vikings.</p> <p>Erik the Viking</p>  <p>Describe settings, characters. Narrative. Sagas. Shared reading. Adapting and continuing storyline</p>	<p><b>How does Joseph Coelho convey the feeling of courage in his poetry?</b></p>  <p><b>Outcomes:</b> Own poem showing courage Performing poems</p> <p><b>Text:</b> Arrival – Shaun Tan</p>  <p><b>Outcomes:</b> Narrative – developing a character Migration poems</p>
<b>Let's Think in English</b>					
Hole- The Black Hole (short film)	Why? Nikolai Popor allegory Who? Charles Causley Poem	Shirley – Come Away from the Water Shirley John Burningham	Something Else – Kathryn Cave	Milo – Milo Imagines the world	Not Much room – The Worm and the Bird – Coralie Bickford-Smith

<p>Bear- My Mother saw a Dancing Bear Poem- Charles Causley</p>	<p>Snowmen- The Trouble with Snowmen- Roger McGough</p>	<p>Visitor- The Visitor Poem by Ian Serrailer</p>	<p>Life Doesn't Frighten Me – Maya Angelou</p>	<p>Halvar – Halvar the Trons – Norwegian Folk Tales</p>	<p>Tree – The Giving Tree – Shel Silverstein Poem</p>
		<p>Bernard – Not Now Bernard David McKee</p>		<p>Shoes – 6 word short story Ernest Hemmingway</p>	

# Year 6 Long Term Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>How do writers create an atmosphere of fear and tension in their writing?</b></p>  <p><b>Outcomes:</b> A reflective narrative, including setting description, Diary entry</p> <p><b>Text Links:</b></p> 	<p><b>How can writers use language to make nature feel calm, powerful, or dangerous?</b></p>  <p><b>Outcomes:</b> Poem Newspaper report</p> <p><b>Text Links:</b></p> 	<p><b>How do writers make unbelievable creatures feel believable?</b></p>  <p><b>Outcomes:</b> Non-fiction: Character profile A battle scene building tension</p> <p><b>Text Links:</b></p> 	<p><b>How do writers use dialogue and voice to show power, relationships, and change?</b></p>  <p><b>Outcomes:</b> Narrative writing including dialogue. Persuasive speech.</p> <p><b>Text Links:</b></p> 	<p><b>How do writers represent the experiences of refugees, and how do they explore feelings of sympathy, hope, and belonging?</b></p>  <p><b>Outcomes:</b> Flashback narrative Inner monologue Setting description</p> <p><b>Text Links:</b></p> 	<p><b>How do writers use language and techniques to persuade us to care about the rainforest and animals?</b></p>  <p><b>Outcomes:</b> Balanced argument Formal letter</p> <p><b>Text Links:</b></p> 
<b>Let's Think in English</b>					
Home : Way Home by Libby Hathorn	The Enemy : The Enemy – Davide Cali and Serge Bloch – Picture Book	Creatures : A Small Dragon – Brian Patten and A boat – Richard Brautigan Poems	Voices Lesson 1 : Voices in the Park – Anthony Browne	Staircase Mother to son – Langston Hughes	Maps : Geography Lesson – Brian Patten – Poem
Lulu : What had happened to Lulu? – Charles Causley	Rabbits : The Terrible Things – Eve Bunting	Conquerors : The Conquerors – David McKee	Voices Lesson 2 : Voices in the Park – Anthony Browne		Survivors : Survivors – David Long