

## Greenfields Academy (Primary) - Long Term Planning – Writing

### Academic Year Overview 2020/21 – Primary 3

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
	Novel as a theme	Novel as a theme	Historical Fiction Book Review	Recount – Biography/Autobiography  Poems with imagery	Recount -Newspaper Articles	Non-Chronological Reports
<b>Weekly Sequence</b>	<b>KEY:</b> <b>C - Coverage    N - New Learning    R - Recall of prior learning    A – Assessment    SC – Taught during COVID19 school closure.</b>					
<b>1</b>	Staff Training	C – Novel as a theme N – To explore a diary entry N – To identify the features of a diary entry N – To plan a diary entry N – To write a diary entry (as Stanley to his Mum)	C – Historical Fiction N – complete WW2 KWL table N – to explore the front cover of ‘Goodnight Mr. Tom’ N – To explore key information about the novel R – To analyse characters	C – Biography N – To read a biography and autobiography N – To answer questions about a person’s life (Anne Frank) using an autobiography N – To identify key difference between a biography and autobiography.	C – Newspaper Articles N – To explore and compare a variety of newspaper articles. N – To answer questions using a newspaper article	C – Non-Chronological Reports N – To explore a non-chronological report. N – To find information in a non-chronological report. N – To identify some key features of a non-chronological report.
<b>2</b>	Staff Training	C – Novel as a theme N – To identify the features of a diary entry. N – To write a diary entry from a chosen perspective.	C – Historical Fiction N – To show empathy in writing (focussed on emotions of evacuees)	C – Biography R – To read a biography and autobiography N – To identify and use key features of an	C – Newspaper Articles N – To identify some key features of magazine articles R – To use passive voice	C – Non-Chronological Reports R – To identify some key features of a non-

		R – To evaluate and improve my own writing.	R – To use and identify descriptive language R – To write a character description R – To find evidence in the text	autobiography incl first person pronouns N – To identify key points on interest in withing Anne Frank’s autobiography.	R – To use past tense N – To use a variety of writing techniques to create eye catch headlines	chronological report within an example. N – To create a research map for a non-chronological report (topic-based)
3	C – Novel as a theme N – To explore the front cover of ‘Holes’ R – To identify descriptive words (incl adjectives and adverbs) N – To describe a setting	SC – Novel as a theme N – To debate arguments for and against R – To find evidence in the text N – To debate who is in charge at CGL	C – Historical Fiction R – To identify select interesting adjectives. R – To evaluate how authors have used language to create and effect on the reader. N – To compare different settings. N – To identify and use figurative language.	C – Biography N – To use passive voice N – To use past tense N – To use third person pronouns N – To add interest to my writing by using ellipses, repetition and adverbials. N – To build an introductory paragraph for a biography A – To write simple biography for Anne Frank	C – Newspaper Articles R – To identify some key features of magazine articles N – To establish the difference between facts and details. N – To add captions to images N – To place events in chronological order.	C – Non-Chronological Reports N – To write an introductory paragraph. N – To write an informative paragraph. R – To interesting conjunctions.
4	C – Novel as a theme N – To analyse and write story openers. N – To describe a character.	SC – Novel as a theme R – To analyse characters R – To find information (and quotations (HAPs) in the text. N – To explain symbolism in ‘Holes’ R – To analyse characters (Mr Sir).	C – Historical Fiction R – To evaluate how authors have used language to create and effect on the reader. R – To identify and use figurative language.	C – Poetry N – To read a variety of war poetry. N – To decode some examples of war poetry. N – To establish key themes in poems. N – To identify and analyse imagery and figurative language in war poetry.	C – Newspaper Articles R – To identify some key features of magazine articles N – To plan an introductory paragraph N – To include opinions withing correctly punctuated quotes. N – To write a concluding paragraph. N – To identify bias within an article.	C – Non-Chronological Reports N – To write a concluding paragraph. R – To write an informative paragraph. R – To interesting conjunctions. A – To write a non-chronological report.
5	C – Novel as a theme N – To create a storyboard to summarise events	C – Novel as a theme R – To find evidence in the text	C – Historical Fiction	C – Poetry N – To identify and analyse imagery and	C – Magazine Articles A – To write a topic themed newspaper article	Enrichment and transitions

	N – To retrieve and analyse information about characters.	N – To use Point Evidence Explain N – To identify synonyms N – To use synonyms to add interest to sentences	N – To make predictions about the ending to the novel. R – To identify and analyse figurative language in the text. N – To write an alternative ending.	figurative language in war poetry. A – To complete a basic analyse of a war poem.	(to be collated into a class newspaper).	
6	C – Novel as a theme N – To compare characters R – to identify descriptive language N – To create a fact file about a yellow spotted lizard	C – Novel as a theme N – To analyse the ending of 'Holes'. N – To write my own alternative ending.	C - Book Review N – To read a book review N – To plan a book review N – To write a book review		C – Magazine Articles A – To write a topic themed newspaper article (to be collated into a class newspaper).	Enrichment and transitions
7	C – Novel as a theme R – to find information in the text N – To identify and explore an informal letter. N – To identify the features of an unformal letter N – To plan and write an informal letter	Enrichment Week				
Skill Check						
Writing Composition	Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to	in writing narratives, considering how authors have developed characters and settings in what pupils have read,	Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and	Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and	Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech

	<p>convey character and advance the action ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors</p>	<p>listened to or seen performed. summarising longer passages using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors</p>	<p>using other similar writing as models for their own. noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p>	<p>using other similar writing as models for their own. Evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proof-read for spelling and punctuation errors</p>	<p>using other similar writing as models for their own. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. summarising longer passages Evaluate and edit by: assessing the effectiveness of their own and others' writing</p>
Writing Transcription	<i>See ability group Spelling planning.</i>	<i>See ability group Spelling planning.</i>	<i>See ability group Spelling planning.</i>	<i>See ability group Spelling planning.</i>	<i>See ability group Spelling planning.</i>	<i>See ability group Spelling planning.</i>
Vocabulary, punctuation and grammar	<p>Assessment and Consolidation – full stops/capital letters/WRAT assessments. Indicate grammatical and other features by: using commas to clarify meaning</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence</p>	<p>Using brackets, dashes or commas to indicate parenthesis using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology</p>	<p>Using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely</p>	<p>Using semi-colons, colons or dashes to mark boundaries between independent clauses The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p>

	or avoid ambiguity in writing	meaning as synonyms and antonyms [for example, big, large, little]. ellipsis, hyphen, colon, semi-colon,	using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using hyphens to avoid ambiguity Use of the semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list use of semi-colons within lists	in English Appendix 2 accurately and appropriately in discussing their writing and reading.		
Handwriting and presentation	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>					
Spoken Language	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>					