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| **Long-Term Writing Plan** | | | | | | | | | |
| Fiction | Term 1 | **Class Novel/Book club novel** | | Term 2 | **Class Novel/Book club novel** | | Term 3 | **Class Novel/Book club novel** | |
| Icarus is Ridiculous (Class Novel) | | My Brother is a Superhero – David Solomons (Class Novel)  Me and Mister P – Maria Farrer (Book Club) | | The Accidental prime Minister Tom McLaughlin (Class Novel) | |
| **Writing Purposes/audiences**  Myths and Legends (child)  Persuasive Writing (adult)  Fables (child) | | **Wider Curriculum Writing Opportunities:**  ***(Choose 2 pieces of work which uses a context from either History, Geography etc.)***  Wallace and Gromit cracking contraptions links to electricity – science topic.  Myths and Legends – links to Greek topic. | **Writing Purpose/audience**  Fantasy (child)  Historical Fiction (interested reader) | | **Wider Curriculum Writing Opportunities:**  Non-chronological reports linked to Roman topic.  Historical Fiction – links to Roman topic (Escape from Pompeii) | **Writing Purpose/audience**  Mystery (interested reader)  Recounts (Interested reader)  Play scripts and Film Narrative (TBC) | | **Wider Curriculum Writing Opportunities:**  Discussion Text linked to conservation and the impact of humans on the environment– Science topic. |
| **Key Objectives:**   * To use and apply new vocabulary. * To use fronted adverbials to sequence events. * To use figurative language to enhance my writing. * To extend sentences with coordinating conjunctions. * To add detail using prepositions and adverbs. * To accurately use subordinate conjunctions. * To be able to accurately use dialogue. * To accurately use the past tense. * To understand how to start a paragraph using signposting. * To understand how to link and extend ideas in a paragraph. | | **Key Objectives:**   * To use expressive language for effect. * To develop use of known and unknown vocabulary. * To describe a fantasy setting. * To describe a fantasy character. * To use figurative language to enhance my writing. * To use a range of adverbial phrases to enhance my writing. * To use a range of clauses to enhance my writing. * To use powerful adverbs to consider a character’s reaction to a setting. * To use punctuation for dramatic effect. | | Key Objectives:   * To understand the features of a mystery narrative. * To use and apply unknown vocabulary. * To use expanded noun phrases to describe a setting. * To use coordinating conjunctions to expand my ideas. * To use adverbials to add suspense and mystery. * To use figurative language to enhance my writing. * To use subordinate clauses to enhance my writing. * To use questioning to exaggerate mystery. * To use punctuation for dramatic effect. | |
| Non-fiction | **Writing Purpose/audience**  Explanation Text (Interested Reader) | | **Writing Purpose/audience**  Non-Chronological reports (interested reader)  Instructions (adult/child) | | **Writing Purpose/audience**  Discussion Texts (interested adult) | |
| **Key Objectives:**   * To use and apply new vocabulary. * To use fronted adverbials to sequence events. * To accurately use subordinate conjunctions. * To extend sentences with coordinating conjunctions. * To add detail using prepositions and adverbs. * To understand how to start a paragraph using signposting. * To understand how to link and extend ideas in a paragraph. | | **Key Objectives:**   * To accurately use present tense. * To accurately use the third person. * To use facts and figures to support my points. * To accurately use subheadings and paragraphs. * To develop formal tone. * To recognise the importance of technical vocabulary. * To accurately use imperative verbs. * To accurately use adverbs. * To use a range of prepositions. * To understand chronology in instructions. | | **Key Objectives:**   * To explore the features of a discussion text. * To understand unknown vocabulary. * To understand and use present perfect tense. * To use noun phrases to add detail. * To apply subordinate clauses to add detail. * To use a range of adverbials to add detail. * To use facts and figures effectively to back up your argument. * To understand the structure of clear coherent paragraphs. | |