

Talk 4 Writing at St Mark and All Saints – 2022/23

**Example format to use for each unit of work:

NARRATIVE 1 or POETRY 1 or NON-FICTION 1
Class text/Stimulus: e.g. How to Catch a Star
Model text: How to Catch a Star (adapted model) or How to catch a Fairy
Plot structure or Text Type: Wishing Story or Information Text
Focus: e.g. Sentence Structure or Writing to inform or non-chronological report

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Narrative 1</u> Class Text/Stimulus: Piano Model text: The piano adapted Plot Structure: Flashbacks Focus: Descriptive</p> <p><u>Non Fiction 1</u> Class Text/Stimulus: Rose Blanche Model text: Rose Blanche adapted Plot Structure: Newspaper Writing Focus: Newspaper writing</p>	<p><u>Non Fiction 2</u> Class Text/Stimulus: Holes Model text: Holes: Chapter 1 Plot Structure: Openings and Endings Focus: Setting description, setting the tone.</p>	<p><u>Narrative 3</u> Class Text/Stimulus: Macbeth Model text: Macbeth adapted - witches prophecy Plot Structure: Wishing Story Focus: Writing Effective Dialogue</p> <p><u>Poetry 1</u> Class Text/Stimulus: Shakespeare - Sonnet 18 Model text: Sonnet 18 Plot Structure: Poetry</p>	<p><u>Non Fiction 3</u> Class Text/Stimulus: Macbeth Model text: Macbeth adapted Plot Structure: Discussion text Focus:Balanced Argument - Who was responsible for the death of King Duncan?</p> <p><u>Non Fiction 4</u> Class Text/Stimulus: Macbeth Model text: Macbeth adapted Plot Structure: Discussion text</p>	<p><u>Independent writing opportunities</u> Stimulus: The Island (Armin Greder) The Lighthouse (animation) <ul style="list-style-type: none"> • Extended narrative • Observational poetry • Opening and Build up to a narrative • Creating contrasting atmospheres • Conveying character • Factual and personal recounts • Persuasive letter • Discussion </p>	<p>Model text: Memories - Pie Corbett Text type: Poetry Focus: Writing our own poetry</p> <p>Class Model text: This Is Me by Matilda Wormwood Text type: Autobiography Focus: To write a 'This is Me' autobiography to send to secondary school</p>

		Focus: Effective language choices.	Focus: Non Chronological report - Ways to kill a king		
<p>Y5</p> <p><u>Narrative 1:</u> Class text / stimulus: The Spiderwick Chronicles – Holly Black Model Text: Jared’s story Plot Structure: Opening and build up of a Suspense story Focus: Openings / building suspense</p> <p><u>Poetry 1:</u> Model poem: The Door by Miroslav Holub</p>	<p><u>Narrative 2:</u> Class text / stimulus: Harry Potter - The philosopher’s Stone Model Text: Diagon Alley Plot Structure: Portal Story Focus: Description - Setting / Character</p> <p><u>Non fiction 1:</u> Class text / stimulus: Harry Potter - The Philosopher’s Stone Model Text: The Rhiswanozebtah Text type: Report Focus: Non-chronological report</p>	<p><u>Narrative 3:</u> Class text / stimulus:</p> <p>Model Text: Theseus and the minotaur Plot Structure: Beating the baddie Focus: Action</p> <p><u>Poetry 2:</u> Model poem: The River (Pie Corbett)</p>	<p><u>Narrative 4:</u> Class text / Stimulus: This morning I saw a whale - Michael Morpurgo Model Text: This morning I met a whale Focus: Description - Setting and character</p> <p><u>Non-fiction 2:</u> Class text / stimulus: This morning I saw a whale Model Text: Save the Forests Text Type: Persuasion Focus: Persuasive Speech</p>	<p><u>Narrative 5:</u> Class text / stimulus: Model Text: The Caravan Plot Structure: Warning Story Focus: Setting / suspense</p> <p><u>Non - fiction 3:</u> Class text / stimulus: The Caravan Model Text: News report about ‘The Caravan’ Genre: Journalistic Writing Focus: 5 W’s</p>	<p><u>Poetry 3:</u> Model poem: Dreams (Catalysts) by Pie Corbett</p> <p><u>Narrative 6:</u> Film unit - The dream giver Genre: Fantasy Focus: Description - Building tension Character Setting</p> <p><u>Non - fiction 4:</u> Class text / stimulus: The Dream Giver Model Text: Should homework be banned? Genre: Discussion Focus: Discursive writing / balanced argument</p>

<p>Year 4</p> <p><u>Narrative 1</u> Class text / stimulus: Model Text: The King of the Fishes</p> <p>Model Plot Structure: Wishing Tale Focus: Description</p> <p><u>Non Fiction 1</u> Class text / stimulus: Model Text: How to look after a baby dragon Text type: Instructions Focus: Instruction writing</p>	<p><u>Narrative 2</u> Class Text: Flat Stanley Model Text: Adventure at Sandy Cove (finding) Focus: Suspense</p> <p><u>Poetry 1:</u> Wings</p>	<p><u>Narrative 3</u> Class text / stimulus: The Tunnel – Anthony Browne Model Text: The Tunnel opening adapted model Plot Structure: Opening and Build Up in a portal story Focus: Setting (atmosphere)</p>	<p><u>Non-Fiction 2</u> Class text / stimulus: The Tunnel – Anthony Browne Model Text: Rose’s diary Text type: Recount Focus: First person diary recount</p>	<p><u>Narrative 4</u> Class text / stimulus: The Spiderwick Chronicles – Holly Black Model Text: The Night Fairy Plot Structure: Finding Tale Focus: Character & Setting</p>	<p><u>Non-Fiction 3</u> Class text / stimulus: The Spiderwick Chronicles – Holly Black Model Text: Letter to a River Troll Text type: Persuasion Focus; Persuasive letter <u>Poetry 2:</u> Model poem: Dragon’s Wood (Brian Moses)</p> <p><u>Non-Fiction 4</u> Class text / stimulus: The Spiderwick Chronicles – Holly Black Model Text: Should Trolls be Slaughtered? Text type: Discussion Focus: Discursive writing</p>
<p>Y3</p> <p><u>Narrative 1:</u> Class text / stimulus: Stone Age Boy Model Text: Stone Age boy (adapted)</p>	<p><u>Narrative 2:</u> Class text / stimulus: Escape from Pompeii Model Text: Escape from Pompeii (adapted text)</p>	<p><u>Narrative 3:</u> Class text / stimulus: Grandpa’s Teeth – Rod Clement</p>	<p><u>Non Fiction 3:</u> Class text / stimulus: Grandpa’s Teeth – Rod Clement Model Text: Letter from DC Rate Text type: Persuasion</p>	<p><u>Narrative 4 - Drama 4</u> <u>Writing (one week):</u> Class text / stimulus: The Lion, the Witch and the Wardrobe Model Text: Lucy Goes through the Wardrobe</p>	<p><u>Narrative 5:</u> Class text / stimulus: The Lion, the Witch and the Wardrobe Model Text: Elf Road Text type: Portal story</p>

<p>Plot Structure: Meeting Tale Focus: Description</p> <p>Non-Fiction 1: Class text / stimulus: How to wash a woolly mammoth. Model Text: How to wash a woolly mammoth (adapted) Text type: Instructions Focus: Writing to instruct.</p>	<p>Plot Structure: Warning Story Focus: Setting</p> <p>Poetry: Wish by Brian Moses</p>	<p>Model Text: Grandpa’s Teeth adapted model Plot Structure: Losing Tale Focus: Character (& dialogue)</p> <p>Non Fiction 2: Class text / stimulus: Grandpa’s Teeth – Rod Clement Model Text: Dazzling Demon Dentures Text type: Persuasion Focus: Writing to advertise</p>	<p>Focus: Writing to persuade (letter)</p>	<p>Text type: Creating setting for a portal story Focus: Setting</p> <p>Non-Fiction 4: Class text / stimulus: The land of Never Believe - Norman Messenger Model Text: The Magical Lake Text type: Information Focus: Non Chronological Report</p>	<p>Focus: Setting and Action</p> <p>Poetry: The Magic Box by Kit Wright</p>
<p><u>Y2</u></p> <p>NARRATIVE 1 Class text / stimulus: Meerkat Mail Model Text: Meerkat Mail adapted model Plot Structure: Journey Tale Focus: Setting</p> <p>NON-FICTION 1</p>	<p>NARRATIVE 2 Class text / stimulus: Supertato by Sue Hendra Model Text: Supertato adapted version Plot Structure: Beat the Baddy Focus: Character (goody/hero)</p>	<p>NARRATIVE 3 Class text / stimulus: The Owl Who Was Afraid of the Dark by Jill Tomlinson Model Text: The Owl Who Was Afraid of the Dark adapted model Plot Structure: Tale of Fear Focus: Character</p>	<p>NON-FICTION 2 Model Text: The Storm Owl Text type: Information Focus: Non-chronological report</p> <p>POETRY 2 Model poem: Hurt No Living Thing (Christina Rossetti)</p>	<p>NARRATIVE 4 Class text / stimulus: Bob’s Best Ever Friend by Simon Bartram Model Text: Bob’s Best Ever Friend adapted model Plot Structure: Meeting Tale Focus: Character</p> <p>NARRATIVE 5</p>	<p>NON-FICTION 3 Non-fiction Model Text: How to Trap a Dragon – Pie Corbett Text type: Instructions Focus: Instructional writing</p>

<p>Model Text: Non-chronological report on meerkats Text type: Information text Focus: Non-chronological report</p>	<p>POETRY 1 Model poem: A few frightening things (Clare Bevan)</p>			<p>Class text / stimulus: George and the Dragon – Chris Wormell Model Text: George and the Dragon adapted model Plot Structure: Beat the Baddy Focus: Character (baddy/villain)</p>	
<p><u>Year 1</u></p> <p>Narrative 1: Class text / stimulus: Oliver’s Vegetables Model Text: Oliver’s Vegetables (adapted text) Plot Structure: Cumulative Focus: Description</p>	<p>Narrative 2: Class text / stimulus: The fish who could wish Model Text: The fish who could wish (adapted text) Plot Structure: Wishing tale Focus: Sentence Structure</p> <p>Non-Fiction 1: Class text / stimulus: How to catch a naughty elf Model Text: How to catch a naughty elf (teacher written)</p>	<p>Narrative 3: Class text / stimulus: Handa’s Surprise Model Text: Handa’s Surprise (Adapted) Plot Structure: Journey Story Focus: Using description (Characters/Objects)</p> <p>Non-Fiction 2: Class text / stimulus: Handa’s Hen Model Text: Amazing Antelopes Text type: Report – Information report</p>	<p>Narrative 4: Class text / stimulus: The Three Little Pigs Model Text: The Three Little Pigs (Adapted) Plot Structure: Warning Tale Focus: Sentence Structure</p> <p>Poetry Model Text: Colour - Christina Rossetti</p>	<p>Narrative 5: Class text / stimulus: The Storm Whale – Benji Davies Model Text: The Storm Whale adapted model Plot Structure: Finding tale Focus: Using description (character/setting)</p> <p>Non-Fiction 4: Class text / stimulus: Big Blue Whale – Nicola Davies Model Text: Big Blue Whale</p>	<p>Narrative 6: Class text / stimulus: No-Bot, The Robot with No Bottom – Sue Hendra Model Text: No-Bot, The Robot with No Bottom adapted model Plot Structure: Lost and Found Tale Focus: Using description</p>

	Text type: Instructions Focus: Writing to instruct	Focus: Writing to inform		Text type: Information Focus: Non-chronological report	
<u>Reception</u> The Little Red Hen <i>Cumulative Story</i> Once upon a time who; and; so <u>Non fiction opportunities</u> Bread recipe Instructions	Whatever Next <i>Journey Story</i> Prepositions: in, by, up, out, under above, on, down Owl Babies <u>Non fiction opportunities</u> Simple information texts about Owls Simple information texts about space.	The Three Billy Goats Gruff <i>Beat the Baddy story</i> Once upon a time Then; next; finally The Gruffalo <i>Beat the Baddy story</i> Adjectives <u>Non fiction opportunities</u> Wanted poster for the troll Recount Gruffalo trail	The Very Hungry Caterpillar <i>Cumulative Story</i> but; Farmer Duck <i>Cumulative Story</i> Once upon a time until; but; and Adjectives: little, old <u>Non fiction opportunities</u> Lifecycle Diary of growth/change (caterpillars or beans)	The Little Green Dinosaur <i>Meeting Story</i> So; then; Jack and the Beanstalk <i>Portal Story</i> Once upon a time Adjectives: magic, giant, enormous, loud, golden <u>Non fiction opportunities</u> Dinosaur fact file	The Snail and the Whale <i>Journey Story</i> The Rainbow Fish <i>Meeting Story</i> (Non-fiction focus) <u>Non fiction opportunities</u> Messages to the Rainbow fish Recount - visit to Tuesley Farm
<u>Nursery</u> Nursery Rhyme Focus	Nursery Rhyme Focus Nativity Story	5 stories in 5 weeks Each Peach Pear Plum The Three little pigs	5 Sentence Story invention (Whole Class) We're going on a Bear hunt.	Dear Zoo Monkey Puzzle	Jaspers Beanstalk You Choose

	<p><u>Nursery Rhymes</u> Wind the bobbin up Twinkle Twinkle Humpty Dumpty The wheels on the bus Old Macdonald Sleeping Bunnies Five currant buns</p>	<p><u>Nursery Rhymes</u> I had a little Turtle Baa Baa Black sheep Miss Polly had a dolly Brush, brush brush your teeth Five little monkeys Five little speckled frogs Head shoulders knees and toes Incy wincy spider</p>	<p>The very hungry caterpillar</p> <p><u>Nursery Rhymes</u> Wind the bobbin up Twinkle Twinkle Humpty Dumpty The wheels on the bus Old Macdonald Sleeping Bunnies Five currant buns</p>	<p>The Three Billy goats gruff.</p> <p><u>Nursery Rhymes</u> I had a little Turtle Baa Baa Black sheep Miss Polly had a dolly Brush, brush brush your teeth Five little monkeys Five little speckled frogs Head shoulders knees and toes Incy wincy spider</p>	<p><u>All Nursery Rhymes</u></p>
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Notes from T4W training - progression

** EY and KS1 - children need to leave being able to write a good recount and write Instructions (not needed past Y2)

** KS1 - stop at innovation stage, give lots of opportunities for short burst writing

Use Class Text or Stimulus - but the model text does **not** have to be this same text - could have been class novel in previous half term

Revisiting non-chron report in next term (not letting too long pass between first and second experience of writing one)

*KS2 - can use a familiar context to introduce a new focus - e.g. choosing a text read in previous summer term in Y2, could be used in autumn term Y3 to introduce a new focus, or a text could be used in 2 (or more) year groups in KS2 for different purposes (e.g. Spiderwick Chronicles)

Persuasive writing must be included in Y3 - first foray into persuasion could be writing to advertise

Lots of focus on character until Term 3 in Y3, then focus on setting (e.g. portal story)

Linking to the same author more than once

No need to get hung up on using the same plot structures every year, as long as the children receive a range over their time in the school.

- Is there a clear focus for each Unit?
- Is the writing curriculum sequenced so that prior learning is revisited and built upon?
- Who teaches what Non Fiction text types?

Focus For Fiction

- Character (alongside: dialogue)
- Setting (alongside: atmosphere)
- Action
- Suspense (building tension)
- Openings and Endings

Focus for NF

- EY & KS1 - Basic recount, instructions, non-chron
- KS2 - persuasive writing (3 & 4), discursive writing, some non-chron, explanatory writing

Essential that toolkits are progressing with complexity, year to year - this needs to be evident

Cumulative learning needs to be OBVIOUS

Suggested texts for y3 - Grandpa's Teeth - Rod Clement/ The Land of Neverbelieve - Norman Messenger/ The Lion the Witch and The Wardrobe/ Elf Road

Suggested texts for y4 - The Wild Girl - Chris Wormell/ Flat Stanley - Jeff Brown/ THE Tunnel - Anthony Browne/ The Spiderwick Chronicles - Holly Black

Suggested texts for y5 - The Spiderwick Chronicles (Carried over from y4)/ Beowulf - Michael Morpurgo/ Ariadne, Theseus and The Minotaur or Cobbler of Krakow & The Dragon by Pie Corbett/ This Morning I met a Whale - Michael Morpurgo/

Suggested texts for y6 - The Library/ THE Spiderwick Chronicles/ Skellig - David Almond/ Zelda Claw and the Rain Cat - Pie Corbett/ Storm Breaker Anthony Horowitz/ Kidnapped - Pie Corbett/ The Island - Armin Greder/ This is Me - Matilda Wormwood