

FALCON JUNIOR SCHOOL LONG TERM WRITING OVERVIEW 2022-23

YEAR 3

TERM 1	TERM 2	TERM 3
<p>Short burst writing focus 3 weeks short burst writing (complete Cold task for fiction unit first). Week 1 = Everyday writing toolkit –focus on grammar skills through short burst writing. Week 2 = Character short burst writing (from spine poetry to prose) Week 3 = Setting short burst writing</p>	<p><u>NARRATIVE 3</u> Class text / stimulus: <i>Grandpa’s Teeth</i> – Rod Clement Model Text: <i>Grandpa’s Teeth</i> adapted model Genre & Plot Structure: Mystery story/ Losing Tale Focus / Outcome (Hot Task): To write a losing tale.</p>	<p><u>DRAMA FOR WRITING (1 week) NARRATIVE 4</u> Class text / stimulus: <i>The Lion, the Witch and the Wardrobe</i> – C S Lewis Genre & Plot Structure: Creating setting for a portal story – focus on vocabulary generation to be used elsewhere in writing Focus / Outcome (Hot Task): Generate vocabulary that can be used to create strong settings in a portal story. Short burst creative writing opportunities.</p>
<p><u>NARRATIVE 1</u> Class text / stimulus: <i>The Day the Crayons Quit</i> – Drew Daywalt Model Text: <i>The Day the Crayons Quit</i> adapted model Genre & Plot Structure: Conflict and Resolution story Focus / Outcome (Hot Task): Children will write their own conflict and resolution story e.g. The Day the Clothes Quit</p>	<p><u>NON-FICTION 2/ NON-FICTION 3</u> Class text / stimulus: <i>Grandpa’s Teeth</i> – Rod Clement Non-fiction 1 Model Text: <i>Dazzling Demon Dentures</i> advert for a new set of teeth Genre & Plot Structure: Persuasion (advertising) Focus / Outcome (Hot Task): To write a persuasive radio advert for a new set of teeth for a particular person/creature.</p> <p>Non-fiction 2 Model Text: Teacher written letter from DC Rate persuading Grandpa that they are not guilty of stealing his teeth Genre & Plot Structure: Persuasion Focus / Outcome (Hot Task): Letter to Grandpa to persuade him that he does not need his teeth.</p>	<p><u>NARRATIVE 5</u> Class text / stimulus: <i>The Lion, the Witch and the Wardrobe</i> – C S Lewis Model text: <i>Elf Road</i> by Pie Corbett Genre & Plot Structure: Portal story Focus / Outcome (Hot Task): To write a portal story</p>
<p><u>NON-FICTION 1</u> Class text / stimulus: <i>George and the Dragon</i> – Chris Wormell Model Text: Teacher written text <i>Why Dragons are afraid of mice</i> Genre & Plot Structure: Explanation Focus / Outcome (Hot Task): To write a ‘why’ explanation e.g. <i>Why Dragons breathe fire; Why Trolls are fat.</i></p>	<p><u>POETRY 1</u> Model poem: <i>Wish (a spell)</i> by Brian Moses</p>	<p><u>NON-FICTION 4</u> Class text / stimulus: <i>The Lion, the Witch and the Wardrobe</i> – C S Lewis <i>The Land of Never Believe</i> – Norman Messenger Model Text: Genre & Plot Structure: Teacher written report about an imaginary world Focus / Outcome (Hot Task): To write a report about an imaginary world/land</p>

YEAR 4

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<p align="center"><u>Short burst writing focus</u></p> <p>3 weeks short burst writing (complete Cold task for fiction unit first).</p> <p>Week 1 = Everyday writing toolkit –focus on grammar skills through short burst writing.</p> <p>Week 2 = Character short burst writing (from spine poetry to prose)</p> <p>Week 3 = Setting short burst writing</p>	<p align="center"><u>NARRATIVE 3</u></p> <p>Class text / stimulus: <i>The Tunnel</i> – Anthony Browne</p> <p>Model Text: <i>The Tunnel</i> adapted model</p> <p>Genre & Plot Structure: Opening and Build up focused on setting and atmosphere</p> <p>Focus / Outcome (Hot Task): To write an opening and build up to a portal story focused on setting and atmosphere.</p>	<p align="center"><u>NARRATIVE 4</u></p> <p>Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black</p> <p>Model Text: <i>The Night Fairy</i></p> <p>Genre & Plot Structure: Fantasy/Finding Tale</p> <p>Focus / Outcome (Hot Task): To write a Finding Tale set in a fantasy world</p>
<p align="center"><u>NARRATIVE 1</u></p> <p>Class text / stimulus: <i>The Wild Girl</i> – Chris Wormell</p> <p>Model Text: <i>The Wild Girl</i> adapted model</p> <p>Genre & Plot Structure: Overcoming the monster adventure tale</p> <p>Focus / Outcome (Hot Task): Chn will write a sequel further adventure of the wild girl.</p>	<p align="center"><u>NON-FICTION 2</u></p> <p>Class text / stimulus: <i>The Tunnel</i> – Anthony Browne</p> <p>Model Text: <i>Rose’s diary</i> (first person diary recount)</p> <p>Genre & Plot Structure: Recount</p> <p>Focus / Outcome (Hot Task): To write a first person diary recount about a personal experience</p>	
<p align="center"><u>NON-FICTION 1</u></p> <p>Class text / stimulus: <i>The Wild Girl</i> –Chris Wormell</p> <p>Model Text: <i>The Day I met the Mighty Aslan</i> – Teacher written magazine article</p> <p>Genre & Plot Structure: Recount</p> <p>Focus / Outcome (Hot Task): Chn will write their own magazine recount article about a meeting with a fictional character</p>	<p align="center"><u>POETRY 2</u></p> <p>Model poem: <i>Dragon’s Wood</i> by Brian Moses</p>	<p align="center"><u>NON-FICTION 3</u></p> <p>Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black</p> <p>Model Text: Teacher written persuasive letter to a River Troll</p> <p>Genre & Plot Structure: Persuasion</p> <p>Focus / Outcome (Hot Task): To write a persuasive letter to another of the fantastical creatures</p>

YEAR 5

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<p align="center">Short burst writing focus</p> <p>3 weeks short burst writing (complete Cold task for fiction unit first).</p> <p>Week 1 = Everyday writing toolkit –focus on grammar skills through short burst writing.</p> <p>Week 2 = Character short burst writing (from spine poetry to prose)</p> <p>Week 3 = Setting short burst writing</p>	<p align="center"><u>NARRATIVE 3</u></p> <p>Class text / stimulus: <i>Beowulf</i> – Michael Morpurgo Fiction 3 Model Text: <i>Beowulf fights the monster</i> or similar teacher written model text Genre & Plot Structure: Myth – Defeat the monster/Action Scene Outcome (Hot Task): To write an action scene e.g for the battle between a hero and a mythical creature (could be Theseus and the Minotaur, Cobbler and the dragon or Beowulf and a creature),</p>	<p align="center"><u>NARRATIVE 5/ NON-FICTION 2</u></p> <p>Class text / stimulus: <i>This Morning I Met a Whale</i> – Michael Morpurgo Fiction Model Text: <i>This Morning I Met a Whale</i> adapted model Genre & Plot Structure: Meeting Tale Focus / Outcome (Hot Task): To write a meeting tale e.g. where the main character learns an important lesson.</p> <p>Non-fiction Model Text: Teacher written exemplar – persuasive speech Genre & Plot Structure: Persuasion Focus / Outcome (Hot Task): To write a persuasive speech E.g. on why we should care for our environment / endangered animals / recycle etc.</p>
<p align="center"><u>NARRATIVE 1</u></p> <p>Class text / stimulus: <i>Lucinda’s Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: Teacher written opening and build up with a focus on creating suspense Genre & Plot Structure: Fantasy/Tale of suspense Focus / Outcome (Hot Task): To write an opening and build up to a fantasy story with a focus on suspense</p> <p align="center"><u>NARRATIVE 2</u></p> <p>Class text / stimulus: <i>Lucinda’s Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: <i>The Nightmare Man</i> by Pie Corbett Genre & Plot Structure: Fantasy/ Tale of suspense Focus / Outcome (Hot Task): To write a fantasy story with a central suspense theme</p>	<p align="center"><u>NARRATIVE 4</u></p> <p>Class text / stimulus: Stories such as: <i>Ariadne, Theseus and The Minotaur or Cobbler of Krakow & the Dragon</i> by Pie Corbett Fiction 4 Model Text: Teacher written paragraph describing a mythical hero or beast Genre & Plot Structure: Myth – Defeat the monster/ Characterisation Outcome (Hot Task): To write an extract from a myth which develops character</p>	

<u>NON-FICTION 1</u>	<u>POETRY 1</u>	<u>NON-FICTION 3</u>
<p>Class text / stimulus: <i>Lucinda's Secret</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black</p> <p>Model Text: Teacher written discussion – <i>Do elves exist?</i></p> <p>Genre & Plot Structure: Discussion</p> <p>Focus / Outcome (Hot Task): To write a discussion around a fantastical creature?</p>	<p>Model poem: <i>The River</i> by Pie Corbett</p>	<p>Class text / stimulus: Images of Killer Whales; short films of Killer Whales in the wild.</p> <p>Model Text: <i>Killer Whales</i></p> <p>Genre & Plot Structure: Information – Non-chronological report</p> <p>Focus / Outcome (Hot Task): To write a detailed information report about an endangered animal.</p>

YEAR 6

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<p align="center"><u>Short burst writing focus</u></p> <p>3 weeks short burst writing (complete Cold task for fiction unit first).</p> <p>Week 1 = Everyday writing toolkit –focus on grammar skills through short burst writing.</p> <p>Week 2 = Character short burst writing (from spine poetry to prose)</p> <p>Week 3 = Setting short burst writing</p>	<p align="center"><u>NARRATIVE 3</u></p> <p>Class text / stimulus: <i>Storm Breaker</i> – Anthony Horowitz ; Videos about spies e.g. James Bond etc</p> <p>Model Text: <i>Kidnapped</i> by Pie Corbett</p> <p>Genre & Plot Structure: Adventure; Flashback plot</p> <p>Focus / Outcome (Hot Task): To write an adventure story</p>	<p align="center"><u>SHORT BURST FICTION AND NON-FICTION</u></p> <p>Condensed units of short burst writing to cover gaps (including grammar gaps). Units to choose from depending on need include: Teacher pleaser explanation, The Island instructional texts and speeches, Stormbreaker persuasive writing.</p>
<p align="center"><u>NARRATIVE 1</u></p> <p>Class text / stimulus: <i>The Ironwood Tree/The Wrath of Mulgrath</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black</p> <p>Model Text: <i>The Library</i></p> <p>Genre & Plot Structure: Adventure; Chasing/Hiding Plot</p> <p>Focus / Outcome (Hot Task): To write their own adventure story with a chasing/hiding plot</p>	<p align="center"><u>SHORT BURST FICTION AND NON-FICTION</u></p> <p>Condensed units of short burst writing to cover gaps depending on need. Units to choose from include: The Lighthouse, The Day the Crayons Quit, Antarctic creature non-chron report, Eco-wolf.</p>	<p align="center"><u>POETRY</u></p> <p>Class text / stimulus; Model text: <i>Memories</i> - Pie Corbett</p> <p>Genre & Plot Structure: Poetry</p> <p>Focus / Outcome (Hot Task): To write a poem e.g. their own <i>Memories</i> poem that captures key memories of primary school</p>
<p align="center"><u>NON-FICTION 1</u></p> <p>Class text / stimulus: <i>The Spiderwick Chronicles</i></p> <p>Model Text: Teacher written explanation <i>Why ogres are dangerous</i></p> <p>Genre & Plot Structure: Explanation</p> <p>Focus / Outcome (Hot Task): Children will plan and write a 'why' explanation linked to the fantastical beast they write about in their innovated write became extinct e.g. <i>Why kelpies are in danger of becoming extinct</i></p>	<p align="center"><u>POETRY 1</u></p> <p>Model poem: <i>Into the Lair of Baron Jugula</i> by Brian Moses</p>	<p align="center"><u>AUTOBIOGRAPHY</u></p> <p>Class text / stimulus; Model text: <i>This Is Me</i> by Matilda Wormwood Autobiography</p> <p>Genre & Plot Structure: Biography/Autobiography</p> <p>Focus / Outcome (Hot Task): To write a '<i>This is Me</i>' autobiography to send to secondary school</p>

