PORTFIELDS LONG TERM WRITING OVERVIEW 2024/2025

EYFS

Term 1	Term 2	Term 3
Narrative 1 **Class text / stimulus:** *The Baby Mouse: Pie Corbett* **Fiction Model Text***: Baby Mouse* (Teacher Written) **Genre & Plot Structure:** Journey tale/Lost and Found tale **Focus / Outcome (Hot Task):** Orally innovate a new version of Baby Mouse. Children will innovate new characters Baby Mouse meets on her journey.	**Narrative 3** **Class text / stimulus:** *Mr Gumpy's Outing – John Buringham* **Model Text:** *Mr Gumpy's Outing - (Teacher written)* **Genre & Plot Structure:** Journey tale **Focus / Outcome (Hot Task):** Children to write a new section of the story. Children will orally innovate the characters getting onto Mr Gumpy's Boat and write about 1 of them.	**Narrative 5** **Class text / stimulus:** *The Gingerbread Man – Traditional Tale* **Model Text:** *The Gingerbread Man (Teacher written)* **Genre & Plot Structure:** Traditional tale **Focus / Outcome (Hot Task):** Children to write a new ending of the story. Children will innovate the character of the "fox"
Narrative 2 **Class text / stimulus:** *Peace At Last – Jill Murphy* **Fiction Model Text:** *The Sleepy Bumblebee (Teacher written)* **Genre & Plot Structure:** Journey tale **Focus / Outcome (Hot Task):** Orally innovate a new version of Baby Mouse. Children will innovate new noises that keep The Sleepy Bumblebee awake.	**Narrative 4** **Class text / stimulus:** **Model Text:** Farmer Duck **Genre & Plot Structure:** Beat the baddy **Focus / Outcome (Hot Task):** Orally innovate a new version of Farmer Duck. Children will innovate new animals on their farm. **Non-fiction 1** **Class text / stimulus:** *The Life-Cycle of a Chicken* **Non-fiction Model Text:** *Teacher written observational diary about chicks.* **Genre & Plot Structure:** Diary **Focus / Outcome (Hot Task):** To write an observational diary entry daily about the eggs/chicks.	**Narrative 6** **Class text / stimulus:** **Model Text:** Take a walk little bear **Genre & Plot Structure:** **Focus / Outcome (Hot Task):**
Poetry **Focus text: *Oi Dog/Oi Frog/ Oi Goat*** Throughout this term, explore hearing and recognizing rhyming pairs.	**Poetry** **Focus text: *Alliterative poems*** Throughout this term, explore hearing and words with the same initial sounds.	**Poetry** **Focus text: *Traditional Nursery Rhymes*** Throughout this term, explore hearing and recognizing rhyming pairs. Also rehearse reciting traditional nursery rhymes during class times.

PORTFIELDS LONG TERM WRITING OVERVIEW 2024/2025

Year 1

Term 1	Term 2	Term 3
Narrative 1 **Class text / stimulus:** *The Gigantic Turnip* – Aleksei Tolstoy **Model Text:** *The Enormous Turnip* adapted model **Genre & Plot Structure:** Traditional tale / Cumulative **Focus / Outcome (Hot Task):** To write an innovated version e.g.the enormous potato.	**Narrative 3** **Class text / stimulus:** *Handa's Surprise* – Eileen Browne **Fiction Model Text:** *Handa's Surprise* adapted model **Genre & Plot Structure:** Journey tale / story from another culture **Focus / Outcome (Hot Task):** A version of Handa's surprise but where Akeyo takes fruit to Handa and meets different animals on the way. **Class text / stimulus:** *Handa's Hen* - Eileen Browne	**Narrative 4** **Class text / stimulus:** *The Storm Whale* –Benji Davis **Model Text:** *The Storm Whale* adapted model **Genre & Plot Structure:** Finding tale **Focus / Outcome (Hot Task):** To write another finding story based on the plot of finding an animal in trouble, saving it and returning it to its natural habitat.
Non-fiction Model Text: Teacher written How to Catch a Fairy **Genre & Plot Structure:** Instructions **Focus / Outcome (Hot Task):** To write a set of instructions - how to clean your teeth.	**Non-Fiction 2** **Non-fiction Model Text:** *Super Springboks* **Genre & Plot Structure:** Report – Information report **Focus / Outcome (Hot Task):** To write an information report about the animals in Handa's surprise and/or Handa's hen.	**Non-Fiction 3** **Class text / stimulus:** *Dear Greenpeace* – Simon James; *Big Blue Whale* – Nicola Davies **Model Text:** Teacher written non-chronological report about Blue Whales **Genre & Plot Structure:** Information – non- chronological report **Focus / Outcome (Hot Task):** To write a non-chronological report about a different sea creature.
Poetry **Focus text:** *In the spider's pocket I found* Explore and write poetry via short burst writing opportunities. Read poetry aloud to perform to an audience.	**Poetry** **Focus text:** In My Garden by Moira Andrews Explore hearing and recognising rhyme. Read poetry aloud to perform to an audience.	**Poetry** **Focus text: The Snail and the Whale** by Julia Donaldson Explore and write poetry via short burst writing opportunities. Read poetry aloud to perform to an audience.

PORTFIELDS LONG TERM WRITING OVERVIEW 2024/2025

Year 2

Term 1	Term 2	Term 3
Narrative 1 **Class text / stimulus:** *Meerkat Mail* **Fiction Model Text:** *Teacher Written Version.* **Genre & Plot Structure:** Journey / Meeting Tale **Focus / Outcome (Hot Task):** To create an additional setting for Sunny to visit to embellish the story.	**Narrative 2** **Class text / stimulus:** *The Owl Who Was Afraid of the Dark* by Jill Tomlinson **Model Text:** Teacher adapted version of *The Owl Who Was Afraid of the Dark* **Genre & Plot Structure:** Tale of Fear **Focus / Outcome (Hot Task):** To write a tale of fear based on the model *The xxxx who was afraid of xxxx*	**Narrative 3** **Class text / stimulus:** *George and the Dragon* – Chris Wormell **Fiction Model Text:** Teacher written or adapted version of *George and the Dragon* **Genre & Plot Structure:** Defeating the monster tale; Genre: Legend **Focus / Outcome (Hot Task):** To write a defeating the monster tale
Non-fiction 1 **Non-fiction Model Text:** Teacher written – Information text about meerkats. **Genre & Plot Structure:** Information (non-chronological report) **Focus / Outcome (Hot Task):** To write a non-chronological report about an African animal.	**Non-fiction 2** **Class text / stimulus:** *Amazing Grace* by Mary Hoffman **Model Text:** Teacher written diary extract from the perspective of Grace and the challenges she overcame **Genre & Plot Structure:** Recount - Diary **Focus / Outcome (Hot Task):** To write a diary extract e.g. about when they have had to overcome a challenge	**Non-fiction 3** **Non-fiction Model Text:** *How to Trap a Dragon* – Pie Corbett **Genre & Plot Structure:** Instructions **Focus / Outcome (Hot Task):** To write a set of instructions for trapping another mythical creature
Poetry **Focus text: Stars by Gary Lancaster** Throughout this term, explore and write poetry via short burst writing opportunities. Read poetry aloud to perform to an audience.	**Poetry** **Focus text:** *Six Ways to look at the Moon* (Pie Corbett and Gaby Morgan) Throughout this term, explore and write poetry via short burst writing opportunities. Read poetry aloud to perform to an audience.	**Poetry** **Focus text:** *George and the Dragon* – (Chris Wormell) Throughout this term, explore and write spine poetry via short burst writing opportunities. Read poetry aloud to perform to an audience.

PORTFIELDS LONG TERM WRITING OVERVIEW 2024/2025

Year 3

Term 1	Term 2	Term 3
Narrative 1 **Class text / stimulus:** *The Day the Crayons Quit* – Drew Daywalt **Model Text:** *The Day the Crayons Quit* – Teacher adapted version **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	**Narrative 2** **Class text / stimulus:** *Grandpa's Teeth* – Rod Clement **Model Text:** Teacher written / adapted version of *Grandpa's Teeth* or similar story **Genre & Plot Structure:** Mystery story/ Losing Tale **Focus / Outcome (Hot Task):** To write a losing tale.	**Drama for Writing (1 week as part of Narrative 3)** **Class text / stimulus:** *The Lion, the Witch and the Wardrobe* – 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.
	Non-fiction 2 **Class text / stimulus:** *Grandpa's Teeth* – Rod Clement **Non-fiction 1 Model Text:** Teacher written 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.	**Narrative 3** **Class text / stimulus:** *The Lion, the Witch and the Wardrobe* – C S Lewis **Model text:** *Elf Road* by Pie Corbett **Genre & Plot Structure:** Portal story **Focus / Outcome (Hot Task):** To write a portal story
Non-fiction 1 **Class text / stimulus:** *George and the Dragon* – Chris Wormell **Model Text:** Teacher written text *Why Dragons are afraid of mice* **Genre & Plot Structure:** Explanation **Focus / Outcome (Hot Task):** To write a 'why' explanation e.g. *Why Dragons breathe fire; Why Trolls are fat*.		**Non-fiction 4** **Class text / stimulus:** *The Lion, the Witch and the Wardrobe* – C S Lewis *The Land of Never Believe* – 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.
Poetry **Class text / stimulus:** *The Magic Box* – Kit Wright **Model Text:** *The Magic Box* – Kit Wright **Genre & Plot Structure:** Poetry **Focus / Outcome (HT):** Children will write their own Magic Box poem	**Poetry** **Focus text / stimulus:** Video of Sound Collector http://www.bbc.co.uk/education/clips/zc6qxnb **Model Text:** Sound Collector – Roger McGough **Genre & Plot Structure:** Poetry **Focus / Outcome (HT):** To write a poem e.g. the colour collector etc Read poetry aloud to perform to an audience.	**Poetry** **Focus text: Wish (a spell) by Brian Moses** **Focus/Outcome: To write a poem in the style of 'Wish'.** Read poetry aloud to perform to an audience.

PORTFIELDS LONG TERM WRITING OVERVIEW 2024/2025

Year 4

Term 1	Term 2	Term 3
Narrative 1 **Class text / stimulus:** *The Wild Girl* – Chris Wormell **Model Text:** *The Wild Girl* – Teacher adapted version **Genre & Plot Structure:** Overcoming the monster adventure tale **Focus / Outcome (Hot Task):** To write a sequel further adventure of the wild girl.	**Narrative 2** **Class text / stimulus: The Tunnel – Anthony Browne** **Model Text:**The Tunnel adapted model **Genre and Plot Structure:** Opening and Build up focused on setting and atmosphere **Focus / Outcome (Hot Task):** To write an opening and build up to a portal story focused on setting and atmosphere.	**Narrative 3** **Class text / stimulus:** *The Field Guide/The Seeing Stone* (part of *The Spiderwick Chronicles*) – Holly Black **Model Text:** *The Night Fairy* **Genre & Plot Structure:** Fantasy/Finding Tale **Focus / Outcome (Hot Task):** To write a Finding Tale set in a fantasy world
Non-ficiton 1 **Class text / stimulus:** *The Wild Girl* –Chris Wormell **Model Text:** *The Day I met the Mighty Aslan* – Teacher written magazine article **Genre & Plot Structure:** Recount **Focus / Outcome (Hot Task):** Write their own magazine recount article about a meeting with a fictional character	**Non-fiction 2** **Class text / stimulus: The Tunnel – Anthony Browne** **Model Text:** Rose's diary (first person diary recount) **Genre and Plot Structure:** Recount **Focus / Outcome (Hot Task):** To write a first person diary recount about a personal experience.	**Non-fiction 3** **Class text / stimulus:** *The Field Guide/The Seeing Stone* (part of *The Spiderwick Chronicles*) – Holly Black **Model Text:** Teacher written persuasive letter to a River Troll **Genre & Plot Structure:** Persuasion **Focus / Outcome (Hot Task):** To write a persuasive letter to another of the fantastical creatures
	Poetry **Focus text:** Dragon's Wood by Brian Moses Explore and write poetry via short burst writing opportunities. Read poetry aloud to perform to an audience.	
Poetry **Focus text:** *Remembrance* by Sue Cowling Explore and write poetry via short burst writing opportunities. Read poetry aloud to perform to an audience.		**Poetry** **Focus text: Chocolate Cake and My Big Book of Bad Things by Michael Rosen** Explore and write poetry via short burst writing opportunities. Read poetry aloud to perform to an audience.

PORTFIELDS LONG TERM WRITING OVERVIEW 2024/2025

Year 5

Term 1	Term 2	Term 3
Narrative 1 **Class text / stimulus:** *Lucinda's Secret* (part of *The Spiderwick Chronicles*) – Holly Black **Model Text:** The Nightmare Man by Pie Corbett **Genre & Plot Structure:** Fantasy/ Tale of suspense **Focus / Outcome (Hot Task):** To write a fantasy story with a central suspense theme	**Narrative 5** **Class text / stimulus:** The myth of Icarus including Henri Matisse's depictions of the fall of Icarus **Model Text:** *Icarus* **Genre & Plot Structure:** Myth / Warning Story **Focus / Outcome (Hot Task):** To write a myth with the plot structure of a warning story.	**Narrative 6** **Class text / stimulus:** *This Morning I Met a Whale* – Michael Morpurgo **Fiction Model Text:** Teacher adapted short story - *This Morning I Met a Whale*. **Genre & Plot Structure:** Meeting Tale **Focus / Outcome (Hot Task):** To write a meeting tale e.g. where the main character learns an important lesson. Could substitute the animal that the character meets and describe the reasons why that (endangered) animal visits.
Non-fiction 1 **Class text / stimulus:** *Lucinda's Secret* (part of *The Spiderwick Chronicles*) – Holly Black **Model Text:** Teacher written discussion – *Do elves exist?* **Genre & Plot Structure:** Discussion **Focus / Outcome (Hot Task):** To write a discussion around a fantastical creature e.g. *Should pixies be kept in cages? Does an elven queen have more power than a human queen? Are sprites responsible for the loss of petals and flowers in some plants? Should boggarts be kept as pets?*	**Non-fiction 2** **Class text / stimulus:** Images of Killer Whales; short films of Killer Whales in the wild. **Model Text**: *Killer Whales* **Genre & Plot Structure:** Information – Non-chronological report **Focus / Outcome (Hot Task):** To write a detailed information report about an endangered animal.	**Non-fiction 3** **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.
Poetry **Focus text:** *Jabberwocky* by Lewis Carroll Explore and write poetry via short burst writing opportunities. Read poetry aloud to perform to an audience.	**Poetry** **Focus text / stimulus:** **я не тупа** (pronounced *ya ne tupa*) – I'm not stupid in Ukranian by Harrison White Write a poem with the theme of otherness. Read poetry aloud to perform to an audience.	**Poetry** **Focus text:** The Day the War Came –by Nicola Davies Explore and write poetry via short burst writing opportunities. Read poetry aloud to perform to an audience.

PORTFIELDS LONG TERM WRITING OVERVIEW 2024/2025

Year 6

Term 1	Term 2	Term 3
Narrative 1 **Class text / stimulus:** *The Ironwood Tree/The Wrath of Mulgrath* (part of *The Spiderwick Chronicles*) – Holly Black **Model Text:** *Teacher written story based on The Spiderwick Chronicles* **Genre & Plot Structure:** Adventure; Chasing/Hiding Plot **Focus / Outcome (Hot Task):** To write their own adventure story with a chasing/hiding plot	**Narrative 3** **Class text / stimulus:** *Storm Breaker* – Anthony Horowitz ; Videos about spies e.g. James Bond etc **Model Text:** *Kidnapped* by Pie Corbett **Genre & Plot Structure:** Adventure; Flashback plot **Focus / Outcome (Hot Task):** To write an adventure story	**Fiction** **Independent Writing Opportunities for SATs Writing** *Due to transition and summative assessments, children are given a variety of independent writing opportunities for the end of year Teacher Assessments.* SATs writing activities Character description Diary entry Narrative Non-chronological report
Non-fiction 1 **Class text / stimulus:** *The Spiderwick Chronicles* **Model Text:** Teacher written explanation *Why ogres are dangerous* **Genre & Plot Structure:** Explanation **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. *Why kelpies are in danger of becoming extinct*	**Non-fiction 2 (short independent unit)** **Class text / stimulus:** *Storm Breaker* – Anthony Horowitz **Model Text:** *Buy Now! - The Multifunction Mobile Phone Advert* – Pie Corbett; *Buy Now! – The Multi-purpose Spy Key Ring* – Pie Corbett (for Innovation stage) **Genre & Plot Structure:** Persuasion **Focus / Outcome (Hot Task):** To write an advert for a gadget that Alex Rider may use.	**Non-fiction** **Independent Writing Opportunities for SATs Writing** Formal letter of complaint Detailed explanation of how to look after an imaginary creature Non-chronological report Recount - Memories of year 6 **Autobiography** **Class text / stimulus; Model text:** *This Is Me by Matilda Wormwood* Autobiography **Genre & Plot Structure:** Biography/Autobiography **Focus / Outcome (Hot Task):** To write a '*This is Me'* autobiography to send to secondary school.
Poetry **Class text / stimulus; Model text**: Snow in the Suburbs – Thomas Hardy **Genre & Plot Structure:** Poetry **Focus / Outcome (Hot Task):** Children will write poetry with the same rhyme scheme – rhyming couplets, metaphor and personification. Read poetry aloud to perform to an audience.	**Poetry** **Class text/stimulus;** Model text: Macavity : The Mystery Cat by T.S. Eliot **Focus / Outcome (Hot Task):** Children will write poetry with the same rhyme scheme. Read poetry aloud to perform to an audience.	**Poetry** **Class text / stimulus; Model text:** *Memories* - Pie Corbett **Genre & Plot Structure:** Poetry **Focus / Outcome (Hot Task):** To write a poem e.g. their own *Memories* poem that captures key memories of primary school. Read poetry aloud to perform to an audience.

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