Long Term Writing Overview (unsequenced)
*See genre progression documentation to support scaffolding from year to year.
** Blue Box writing = opportunity to assess writing.

|  |  | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Poetry | Poetry | Poetry | Blue Box write ** | Blue Box write | Blue Box write |
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| EYFS |  | Name writing | CVC <br> words and tricky words | Labels and captions | Simple sentence S | Capital letters full stops | Writing simple books (fiction and non-fictio n) |  |  | To listen to and respond to poems studied | To perform and share poems with others | Use new vocabula ry during discussion s about poetry |  |  |  |
| Y1 |  | $\begin{aligned} & \frac{\text { Characte }}{\underline{r}} \\ & \frac{\text { descriptio }}{\underline{n}} \end{aligned}$ | Story with familiar setting | $\frac{\begin{array}{c} \text { Setting } \\ \text { descriptio } \end{array}}{\underline{\text { ns }}}$ | Recount from personal experien ce | Non chron report | Instructio nal writing | Informal letter | Persuasiv <br> e writing: <br> Visit St <br> Mags | Performa nce Poetry | Shape poems and calligram S | Pattern and rhyme | Blue Box write <br> Characte r descriptio n | Blue Box write <br> Non-Chro n Report | Blue Box write <br> Setting Descripti on |
| Y2 | Senten <br> ce <br> level <br> work <br> 2 <br> weeks | Characte r descriptio n <br> Aut | Simple retelling of a narrative (setting, descriptio n, characte risation) | Stories from other cultures (setting, descriptio n, characte risation) Sum | Diary - <br> Samuel <br> Pepys <br> Sp | Narrative: <br> Grandad <br> 's <br> Camper <br> Sum | Non chron report <br> Aut <br> DT links instructio nal writing | Biograph <br> y <br> Sp <br> Recount - <br> synagog <br> ue visit RE | Persuasiv <br> e Writing: <br> Visit <br> Nairobi - <br> travel <br> guide. <br> Sum | Humorou <br> s <br> Sum | Poems developi ng vocab <br> Sp | Performa nce Poetry Aut | Blue Box write Characte r descriptio n <br> Aut | Blue Box write | Blue Box write |
| Y3 |  | First person narrative descriptio n | Third person narrative | Dialogue through narrative <br> historical stories | Myth <br> (setting, descriptio n, characte risation) | First person narrative | Formal letter to complain | Non chron reports | Advance d instructio nal writing | Stanza Poetry | Performa nce poetry | Poetry on a theme | Blue Box write First person narrative descriptio n | Blue Box write <br> Dialogue | Blue Box write <br> Formal Letter |


| Y4 |  | First person adventur e stories (setting, descriptio n, characte risation) | First person imaginati ve diary entries | Stories from other cultures (setting, descriptio n, characte risation) | News reports | Non chron report | Explanati on text | Persuasiv e writing (letters) | Persuasiv e writing (adverts) | The <br> Witch's <br> Poem - <br> Macbeth | Performa nce Poetry Narrative | Limerick | Blue Box write | Blue Box write | Blue Box write |
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| Y5 |  | Third person stories set in another culture (setting, descriptio n, characte risation) | Shakespe are (playscrip ts and simple retelling) | Diary Writing | Characte r Analysis (builds on descriptio n) | Dialogue in narrative | Balanced argument | Biograph y | Persuasiv e Writing Does everyone deserve a safe space? | Performa nce Poetry | Word play | Cinquains | Blue Box write | Blue Box write | Blue Box write |
| Y6 |  | First person stories with a moral <br> (setting, descriptio n, characte risation) |  | Shakespe are | Discursive writing and speeches | News reports | Explanati on texts | Biographi es | Formal <br> Writing - <br> Persuasiv <br> e Letter | Shakespe are sonnets R \& J | Performa nce Poetry <br> War poetry | Poems <br> that create images and explore vocab | Blue Box write | Blue Box write | Blue Box write |

