

Year 3 – Writing LTP

Topic	Weeks	Genres	Purpose	Term
Stone Age	8	Traditional Tales - Non-topic based <ul style="list-style-type: none"> <li>● Accurate punctuation of sentences</li> <li>● Use of conjunctions</li> <li>● Expanded noun phrases</li> </ul>	To Entertain  <b>Key Spellings:</b> appear different heart special strange	Autumn 1
		Stone Age Narrative - Historical <ul style="list-style-type: none"> <li>● Accurate punctuation of sentences</li> <li>● Use of conjunctions</li> <li>● Expanded noun phrases</li> </ul>	To Entertain  <b>Key Spellings:</b> decide different earth fruit heart heard peculiar remember thought	
		Poetry Cinquains <ul style="list-style-type: none"> <li>● Word Classes</li> </ul>	To Entertain  Key Spellings:	Autumn 2

Light and Dark	6	<b>Newspaper report</b> <ul style="list-style-type: none"> <li>● Accurate punctuation of sentences</li> <li>● Use of conjunctions</li> <li>● Use of A/An</li> <li>● Expressing time, place and cause using conjunctions adverbs or prepositions</li> <li>● Paragraphs as a way to group related material</li> <li>● Inverted commas to punctuate direct speech</li> </ul>	To inform  <b>Key Spellings:</b> believe caught certain continue decide disappear heard important natural particular perhaps possible probably question recent thought through various
		<b>Diary Entry</b> <ul style="list-style-type: none"> <li>● Accurate punctuation of sentences</li> <li>● Use of conjunctions</li> <li>● Use of A/An</li> <li>● Expressing time, place and cause using conjunctions adverbs or prepositions</li> </ul>	

		<ul style="list-style-type: none"> <li>• Paragraphs as a way to group related material</li> </ul>		
		<b>Performance Poetry</b>	To Entertain	Spring 1
<b>Plant Power</b>	5	<b>Narrative - Adventure</b> <ul style="list-style-type: none"> <li>• Accurate punctuation of sentences</li> <li>• Use of conjunctions</li> <li>• Use of A/An</li> <li>• Expressing time, place and cause using conjunctions adverbs or prepositions</li> <li>• Paragraphs as a way to group related material</li> <li>• Inverted commas to punctuate direct speech</li> </ul>	To Entertain  <b>Key Spellings:</b> accidentally appear arrive build centre continue decide enough height natural through	
		<b>Narrative</b> <ul style="list-style-type: none"> <li>• Accurate punctuation of sentences</li> <li>• Use of conjunctions</li> <li>• Use of A/An</li> <li>• Expressing time, place and cause using conjunctions adverbs or prepositions</li> <li>• Paragraphs as a way to group related material</li> <li>• Inverted commas to punctuate direct speech</li> </ul>	To Entertain  <b>Key Spellings:</b> appear arrive believe describe decide difficult though/although thought	
<b>Dereham Delivers</b>	5	Come to Dereham!	To persuade	Spring 2

		<ul style="list-style-type: none"> <li>● Accurate punctuation of sentences</li> <li>● Use of conjunctions</li> <li>● Use of A/An</li> <li>● Expressing time, place and cause using conjunctions adverbs or prepositions</li> <li>● Paragraphs as a way to group related material</li> <li>● Present perfect tense</li> </ul>	<b>Key Spellings:</b> believe busy centre century describe different enough exercise experience famous history important library opposite special	
		Letter - formal <ul style="list-style-type: none"> <li>● Accurate punctuation of sentences</li> <li>● Use of conjunctions</li> <li>● Use of A/An</li> <li>● Expressing time, place and cause using conjunctions adverbs or prepositions</li> <li>● Paragraphs as a way to group related material</li> <li>● Present perfect tense</li> </ul>		
<b>Fantastic Forces</b>		Narrative <ul style="list-style-type: none"> <li>● Accurate punctuation of sentences</li> <li>● Use of conjunctions</li> <li>● Use of A/An</li> <li>● Expressing time, place and cause using conjunctions adverbs or prepositions</li> <li>● Paragraphs as a way to group related material</li> <li>● Inverted commas to punctuate direct speech</li> </ul>	To Entertain  <b>Key Spellings:</b> accident breath strange strength opposite position	Summer 1
<b>Local History Study</b>	7	Narrative <ul style="list-style-type: none"> <li>● Accurate punctuation of sentences</li> <li>● Use of conjunctions</li> <li>● Use of A/An</li> </ul>	To Entertain  <b>Key Spellings: TBC</b>	Summer 2

		<ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions adverbs or prepositions</li> <li>Paragraphs as a way to group related material</li> <li>Inverted commas to punctuate direct speech</li> </ul>		
		<p>Non-Chronological Report</p> <ul style="list-style-type: none"> <li>Accurate punctuation of sentences</li> <li>Use of conjunctions</li> <li>Use of A/An</li> <li>Expressing time, place and cause using conjunctions adverbs or prepositions</li> <li>Paragraphs as a way to group related material</li> <li>Present perfect tense</li> </ul>	To inform	<b>Key Spellings: TBC</b>

**Year 4 – Writing LTP**

Topic	Weeks	Genres		Term
How did the Romans change Britain?	9	<b>Narrative (Adventure)</b> – Time Travel element	<b>Purpose</b> To entertain	Autumn 1
		<b>Key Grammar</b> Fronted adverbials Adjectives/ descriptive language Multi-clause sentences		

			<b>Key Spellings</b> because my different appear heart surprise	
		<b>Diary Entry - Boudicca's rebellion</b>	<b>Purpose</b> To recount / entertain	
		<b>Key Grammar</b> Fronted adverbials (place/time) Multi-clause sentences Describing emotions Noun phrases	<b>Key Spellings</b> Important special whether disappear early	
		<b>Journalistic – Newspaper</b>	<b>Purpose</b> To recount	Autumn 2
		<b>Key Grammar</b> Fronted Adverbials (time/place) Inverted commas for direct speech/quote Past tense	<b>Key Spellings</b> famous centre certain although through	
Electricity	4	<b>Biography</b>	<b>Purpose</b> To inform	
		<b>Key Grammar</b> Subheadings	<b>Key Spellings</b> experiment material	

		Multi-clause sentences Fronted adverbials past tense	favourite various	
<b>Tomb Raiders!</b>	6	<b>Narrative</b>	<b>Purpose</b> To entertain	Spring 1
		<b>Key Grammar</b> Expanded noun phrases Different sentence lengths cohesive devices Direct speech	<b>Key Spellings</b> Forward(s) thought through pressure heard appear	
		<b>Non-chronological report</b>	<b>Purpose</b> To Persuade	
		<b>Key Grammar</b> Subheadings Descriptive vocabulary Cohesive devices Imperative verbs	<b>Key Spellings</b> experience different important imagine certain appear	
<b>Water, Water, Everywhere!</b>	5	<b>Poetry – The River</b>	<b>Purpose</b> To entertain	Spring 2
		<b>Key Grammar</b> Similes metaphors	<b>Key Spellings</b> through water	
		<b>Persuasive – Plastic Pollution</b>	<b>Purpose</b>	

			To persuade	
		<b>Key Grammar</b> Formal writing Cohesive devices possessive apostrophes	<b>Key Spellings</b> earth material actually enough	
<b>Meet the Neighbours</b>	4	<b>Descriptive Setting</b>	<b>Purpose</b> To entertain	Summer 1
		<b>Key Grammar</b> Expanded noun phrases to describe Prepositions Cohesive devices	<b>Key Spellings</b> disappear difficult increase imagine	
		<b>Narrative</b> – focus on Dilemma, Resolution and Ending	<b>Purpose</b> To entertain	
		<b>Key Grammar</b> Cohesive devices Multi-clause sentences Direct speech to move the plot along	<b>Key Spellings</b> difficult occasionally accidentally probably	
<b>Come Dine with Me</b>	3	Formal Letter – complaint	<b>Purpose</b> To inform/ explain	Summer 2
		<b>Key Grammar</b> Fronted adverbials Multi-clause sentences Description cohesive devices	<b>Key Spellings</b> Fruit Potatoes mention peculiar	
<b>Rumble in the Jungle</b>	3	<b>One sided argument</b>	<b>Purpose</b> To Discuss	



		<b>Key Grammar</b> To be chosen based on gaps from assessments	<b>Key Spellings</b> To be chosen based on gaps from assessments	
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**Year 5 – Writing LTP**

Topic	Weeks	Genres	Purpose	Term
Intergalactic Investigators	7	Non-Chronological report	To inform	Autumn 1
		<b>Key Grammar</b> <ul style="list-style-type: none"> <li>- Fronted adverbials with commas</li> <li>- Ideas grouped into paragraphs</li> <li>- Subordinating conjunctions</li> <li>- Multi clause sentences</li> <li>- Edit</li> </ul>	<b>Key Spellings</b> <i>answer breathe</i> <i>extreme minute</i> <i>perhaps position</i> <i>question although</i> <i>curiosity existence</i> <i>marvellous</i> <i>temperature Earth</i>	
		Narrative - Science fiction	To entertain	

		<b>Key Grammar</b> <ul style="list-style-type: none"> <li>- Fronted adverbials with commas</li> <li>- Varied sentence structures/effects</li> <li>- Rules of speech</li> </ul>	<b>Key Spellings</b> descent <i>through</i> crescendo inevitable emergency immovable <i>strength</i>	
<b>Positive Potions</b>	2	<b>Poetry</b> - Chorus and performance	To entertain	Autumn 2
		<b>Key Grammar</b>	<b>Key Spellings</b>	
<b>How did England Become England?</b>	5	<b>Narrative</b> - Saga -	To entertain	
		<b>Key Grammar</b> <ul style="list-style-type: none"> <li>- Cohesion within and across paragraphs</li> <li>- Expanded noun phrases</li> <li>- Dialogue</li> <li>- Varied sentence structures</li> </ul>	<b>Key Spellings</b> <i>arrive decide guide</i> <i>heard heart island</i> <i>straight strength</i> <i>although through</i> desperate suggest heir cell devious furious valiant instantly unable offered brought	
		<b>Poetry</b> - Kennings	To entertain	
		<b>Key Grammar</b> word classes	<b>Key Spellings</b>	
<b>A Journey Through France</b>	7	<b>Persuasive</b>	To persuade	Spring 1
		<b>Key Grammar</b> <ul style="list-style-type: none"> <li>- Modal verbs</li> </ul>	<b>Key Spellings</b> could	

		<ul style="list-style-type: none"> <li>- Multi-clause sentences</li> <li>- Information developed within paragraphs</li> </ul>	should can't <i>special</i> reluctant <b>excellent</b> nation <i>famous</i>	
		<b>Narrative</b> - adventure	To entertain	
		<b>Key Grammar</b> <ul style="list-style-type: none"> <li>- Cohesive devices</li> <li>- Use speech to move action on</li> <li>- Multi-clause sentences</li> <li>- Vary sentences for effect</li> <li>- Expanded noun phrases</li> </ul>	<b>Key Spellings</b> <b>familiar</b> <i>favourite</i>	
<b>Earthquakes and Tsunamis</b>	4	<b>Journalistic</b> - newspaper	To recount	Spring 2
		<b>Key Grammar</b> <ul style="list-style-type: none"> <li>- Direct and indirect speech</li> <li>- Fronted adverbials</li> <li>- parenthesis</li> <li>- formal and informal language</li> <li>- structured paragraphs around the theme</li> <li>- emotive language</li> </ul>	<b>Key Spelling</b> <b>according</b> <b>government</b> <b>community</b> <b>aggressive</b> devastation disastrous <b>occurred</b> <i>centre earth</i> <b>extreme natural</b> unimaginable innumerable	

What was the greatest legacy of the ancient Greeks?	7	Balanced argument - comparison	To discuss	Summer 1/2
		<b>Key Grammar</b> <ul style="list-style-type: none"> <li>- elaborating a point</li> <li>- conjunctions to elaborate</li> <li>- multi-clause sentences</li> <li>- Paragraphs</li> </ul>	<b>Key Spellings</b> ancient government leisure criticise soldier <i>build</i> <i>exercise history</i> <i>learn knowledge</i> <i>strength</i>	
		Narrative - mythical	To entertain	
		<b>Key Grammar</b> <ul style="list-style-type: none"> <li>- Vocabulary for description</li> <li>- precise and engaging vocabulary</li> <li>- cohesive devices</li> <li>- expanded noun phrases</li> <li>- dialogue to move action on</li> </ul>	<b>Key Spellings</b> <i>breathe breath</i> <i>caught guard</i> <i>heart island</i> <i>strength surprise</i> <i>women/woman</i> accompany aggressive bargain mischievous sacrifice	
Lifecycles and Fieldwork	3	Explanation	To explain	Summer 2
		<b>Key Grammar</b> <ul style="list-style-type: none"> <li>- cohesion across paragraphs</li> <li>- technical vocabulary</li> <li>- parenthesis</li> </ul>	<b>Key Spelling environments</b> precious enough <b>important</b> process <b>minute</b> pollination	

**Year 6 – Writing LTP**

Topic	Weeks	Genres	Purpose	Term
Under the Canopy	6	<b>Description</b> - The rainforest	To entertain	Autumn 1
		<b><u>Key Grammar:</u></b> <i>Recap Word Class</i> <i>Recap Relative Clauses</i> <i>Recap Fronted Adverbials</i> <i>Recap Expanded Noun Phrases</i> Sentence structure Prepositional Phrases Parenthesis Colons and Semi-Colons		
		<b>Narrative</b> - Indigenous tribes (Atmosphere and Character Focus) x 2 pieces	To entertain	
		<b><u>Key Grammar:</u></b> Word Classes Sentence Structures Rules of Speech Conjunctions		

			<ul style="list-style-type: none"> <li>• Ancient</li> <li>• Aggressive</li> <li>• Attached</li> <li>• Apparent</li> <li>• Communicate</li> <li>• Competition</li> <li>• Curiosity</li> <li>• Desperate</li> <li>• Determined</li> <li>• Awkward</li> <li>• Environment</li> <li>• Harass</li> <li>• Nuisance</li> <li>• Opportunity</li> <li>• Soldier</li> <li>• Temperature</li> <li>• Rhythm</li> <li>• Sacrifice</li> <li>• Disastrous</li> <li>• Foreign</li> <li>• Government</li> <li>• Immediate</li> <li>• Individual</li> <li>• Language</li> <li>• Recognise</li> <li>• Vehicle</li> </ul>			
<b>Hung, drawn and quartered</b>	6	<b>Narrative</b> - Quest story x 2 chapters		To entertain	Autumn 2	
		<b><u>Key Grammar:</u></b> Commas for clauses Clauses Figurative Language Inverted Commas and Speech layout	<b><u>5 / 6 Stat Spellings</u></b> <ul style="list-style-type: none"> <li>• Achieve</li> <li>• Ancient</li> <li>• Aggressive</li> <li>• Bruise</li> <li>• Curiosity</li> <li>• Desperate</li> <li>• Determined</li> <li>• Awkward</li> <li>• Cemetery</li> <li>• Existence</li> <li>• Equipped / Equipment</li> <li>• Familiar</li> <li>• Foreign</li> <li>• Soldier</li> <li>• Symbol</li> <li>• Opportunity</li> <li>• Temperature</li> <li>• Rhythm</li> <li>• Sacrifice</li> <li>• Immediate</li> <li>• Variety</li> </ul>			
		<b>Poetry</b> - Narrative - The Highwayman				To entertain
		<b><u>Key Grammar:</u></b> Plurals Apostrophes Figurative Language Non-standard English	<b><u>5 / 6 Stat Spellings</u></b> <ul style="list-style-type: none"> <li>• Ancient</li> <li>• Aggressive</li> <li>• Bruise</li> <li>• Communicate</li> <li>• Desperate</li> <li>• Determined</li> <li>• Especially</li> <li>• Existence</li> <li>• Forty</li> <li>• Immediately</li> <li>• Harass</li> <li>• Equipped</li> <li>• Familiar</li> <li>• Foreign</li> <li>• Individual</li> <li>• Lightning</li> <li>• Soldier</li> <li>• Symbol</li> <li>• Opportunity</li> <li>• Rhythm</li> <li>• Sacrifice</li> <li>• Immediate</li> <li>• Prejudice</li> <li>• Persuade</li> </ul>			
		<b>Letter in Role</b> - The Highwayman (new)				To inform
<b><u>Key Grammar:</u></b> Apostrophes - omission and possession	<b><u>5 / 6 Stat Spellings</u></b>					

		<b>Figurative Language</b> <b>Non-standard English</b> <b>Question Tags</b>	<ul style="list-style-type: none"> <li>• Ancient</li> <li>• Aggressive</li> <li>• Bruise</li> <li>• Communicate</li> <li>• Desperate</li> <li>• Determined</li> <li>• Especially</li> <li>• Existence</li> <li>• Forty</li> <li>• Immediately</li> <li>• Harass</li> <li>• Equipped</li> <li>• Familiar</li> <li>• Foreign</li> <li>• Individual</li> <li>• Lightning</li> <li>• Soldier</li> <li>• Symbol</li> <li>• Opportunity</li> <li>• Rhythm</li> <li>• Sacrifice</li> <li>• Immediate</li> <li>• Prejudice</li> <li>• Persuade</li> </ul>			
<b>Fossil Hunters</b>	5	<b>Biography - Charles Darwin</b>		To inform	Spring 1	
		<b><u>Key Grammar:</u></b> Subject/Verb/Object Active and Passive Voice Modal Verbs Cohesive Devices	<b><u>5 / 6 Stat Spellings</u></b> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Controversy</li> <li>• Develop</li> <li>• Desperate</li> <li>• Determined</li> <li>• Environment</li> <li>• Especially</li> <li>• Existence</li> <li>• Explanation</li> <li>• Immediately</li> <li>• Individual</li> <li>• Equipped</li> <li>• Familiar</li> <li>• Foreign</li> <li>• Individual</li> <li>• Lightning</li> <li>• Symbol</li> <li>• Physical</li> <li>• Profession</li> <li>• Opportunity</li> <li>• Thorough</li> <li>• Variety</li> <li>• Persuade</li> </ul>			
		<b>Journalistic Writing - The Discovery of a Mammoth</b>				To recount /inform
		<b><u>Key Grammar:</u></b> Direct and Indirect Speech Hyphens Dashes	<b><u>5 / 6 Stat Spellings</u></b> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Controversy</li> <li>• Develop</li> <li>• Desperate</li> <li>• Determined</li> <li>• Environment</li> <li>• Existence</li> <li>• Explanation</li> <li>• Immediately</li> <li>• Individual</li> <li>• Equipped</li> <li>• Foreign</li> <li>• Lightning</li> <li>• Physical</li> <li>• Profession</li> <li>• Opportunity</li> <li>• Thorough</li> <li>• Persuade</li> <li>• Guarantee</li> <li>• Recommend</li> </ul>			
		<b>Non Chron - Prehistoric creatures</b>				To inform
<b><u>Key Grammar:</u></b> <i>Modal Verbs recap</i>	<b><u>5 / 6 Stat Spellings</u></b>					

		<p><i>Relative Clauses recap</i>          Parenthesis          Colons and Semi- Colons          Hyphenated words          Synonyms</p>	<ul style="list-style-type: none"> <li>• Communicate</li> <li>• Develop</li> <li>• Environment</li> <li>• Existence</li> <li>• Explanation</li> <li>• Immediately</li> <li>• Variety</li> <li>• Individual</li> <li>• Physical</li> <li>• Profession</li> <li>• Opportunity</li> <li>• Thorough</li> <li>• Aggressive</li> <li>• Muscle</li> <li>• Necessary</li> <li>• Recognise</li> <li>• Temperature</li> </ul>		
<b>Macbeth</b>	5	<b>Diary x 2 - Macbeth at different points to show change</b>		To recount	Spring 2
		<p><b><u>Key Grammar:</u></b>          Tenses - simple / perfect          Tenses - progressive          Advanced punctuation</p>	<p><b><u>5 / 6 Stat Spellings</u></b></p> <ul style="list-style-type: none"> <li>• Accompany</li> <li>• Existence</li> <li>• Explanation</li> <li>• Immediately</li> <li>• Appreciate</li> <li>• Conscience</li> <li>• Conscious</li> <li>• Correspond</li> <li>• Curiosity</li> <li>• Desperate</li> <li>• Determined</li> <li>• Interrupt</li> <li>• Hindrance</li> <li>• Occupy</li> <li>• Opportunity</li> <li>• Sacrifice</li> <li>• Recognise</li> <li>• Signature</li> <li>• Soldier</li> <li>• Stomach</li> <li>• Symbol</li> <li>• Suggest</li> <li>• Twelfth</li> </ul>		
<b>SATS</b>	4	<b>Formal letter of complaint - Harry Potter</b>		To inform/ explain /persuade	Summer 2
		<p><b><u>Key Grammar:</u></b>          Subject/Verb agreement          Commas for Clarity          Pronouns          Cohesive Devices - conjunctions</p> <p><i>Determiners</i>  <i>Prepositions</i>  <i>Phrases</i>  <i>Prefixes (Spelling link)</i></p>	<p><b><u>5 / 6 Stat Spellings</u></b></p> <ul style="list-style-type: none"> <li>• Ancient</li> <li>• According</li> <li>• Explanation</li> <li>• Immediately</li> <li>• Appreciate</li> <li>• Conscience</li> <li>• Conscious (ness)</li> <li>• Recommend</li> <li>• Correspond</li> <li>• Curiosity</li> <li>• Determined</li> <li>• Embarrass</li> <li>• Interrupt</li> <li>• Hindrance</li> <li>• Opportunity</li> <li>• Sufficient</li> <li>• Signature</li> <li>• Suggest</li> <li>• Guarantee</li> <li>• Profession (al)</li> <li>• Government</li> <li>• Nuisance</li> <li>• Necessary</li> <li>• Thorough</li> </ul>		



		<b>+ ANY QLA driven focus.</b>			
<b>Blood, Sweat and Tears</b>	4	<b>Explanation - The Hear and Circulatory System</b>		To inform / explain	Summer 2 /
		<b>Key Grammar:</b> Semi-colons Colons Passive voice	<b>5 / 6 Stat Spellings</b> <ul style="list-style-type: none"> <li>• Attached</li> <li>• Average</li> <li>• Explanation</li> <li>• Immediately</li> <li>• Bruise</li> <li>• Conscious</li> <li>• Frequently</li> <li>• Sufficient</li> <li>• Rhythm</li> <li>• Excellent</li> <li>• Individual</li> <li>• Muscle</li> <li>• Occur</li> <li>• Physical</li> <li>• Shoulder</li> <li>• Stomach</li> <li>• System</li> </ul>		