

# Literacy Long Term Plan

## Writing Outcomes

### Narrative Outcomes

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| <ul style="list-style-type: none"> <li>• Traditional and/or folk tales</li> <li>• Fairy tales</li> <li>• Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script.)</li> <li>• Modifying well-known stories (changing a character; amending the ending; changing the setting etc.)</li> <li>• Stories set in historical contexts</li> <li>• Myths and legends</li> <li>• Stories with flashbacks</li> <li>• Stories set in fantasy words</li> </ul> | <ul style="list-style-type: none"> <li>• Stories from different cultures</li> <li>• Progression in Narrative Texts</li> <li>• Science fiction stories</li> <li>• Adventure stories</li> <li>• Mystery stories</li> <li>• Scary stories</li> <li>• Narratives retold from another perspective (e.g. from the point of view of a different character)</li> <li>• Stories with morals or fables</li> <li>• Stories with dilemmas</li> <li>• Stories told as playscripts</li> <li>• Telling a story from a first-person narrative (e.g. diaries and letters)</li> </ul> |
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### Non-Fiction Outcomes

Recounts	Persuasive	Report	Instructional
<ul style="list-style-type: none"> <li>• Retelling stories in English lessons and other curriculum areas such as RE</li> <li>• Giving accounts of schoolwork, sporting events, science experiments and trips out</li> <li>• Writing historical accounts</li> <li>• Writing biographies and autobiographies</li> <li>• Letters and postcards</li> <li>• Diaries and journals</li> <li>• Newspaper reports</li> <li>• Magazine articles</li> <li>• Obituaries</li> <li>• Encyclopaedia entries</li> </ul>	<ul style="list-style-type: none"> <li>• Describing aspects of daily life in history (e.g. fashion, transport, buildings)</li> <li>• Describing the characteristics of anything (e.g. particular animals or plants; the planets in the solar system, different rocks and materials; mythological creatures)</li> <li>• Comparing and describing localities or geographical features</li> <li>• Describing the characteristics of religious groups and their lifestyles in RE</li> <li>• Information leaflets</li> <li>• Tourist guidebooks</li> <li>• Encyclopaedia entries</li> <li>• Magazine articles</li> <li>• Progression in Non-Fiction Texts</li> <li>• Letters</li> <li>• Non-fiction books</li> <li>• Catalogues</li> <li>• Magazine articles</li> </ul>	<ul style="list-style-type: none"> <li>• Describing aspects of daily life in history (e.g. fashion, transport, buildings)</li> <li>• Describing the characteristics of anything (e.g. particular animals or plants; the planets in the solar system, different rocks and materials; mythological creatures)</li> <li>• Comparing and describing localities or geographical features</li> <li>• Describing the characteristics of religious groups and their lifestyles in RE</li> <li>• Information leaflets</li> <li>• Tourist guidebooks</li> <li>• Encyclopaedia entries</li> <li>• Magazine articles</li> <li>• Letters</li> <li>• Non-fiction books</li> <li>• Catalogues</li> <li>• Magazine articles</li> </ul>	<ul style="list-style-type: none"> <li>• How to design and make artefacts</li> <li>• Technical manuals: how to operate computers, phones, devices</li> <li>• How to carry out science experiments or to carry out a mathematical procedure</li> <li>• How to play a game</li> <li>• Writing rules for behaviour</li> <li>• How to cook and prepare food</li> <li>• Timetables and route-finders</li> <li>• Posters, notices and signs</li> <li>• Instructions on packaging</li> </ul>
<p>Explanatory</p> <ul style="list-style-type: none"> <li>• Explaining electricity, forces, food chains etc. in science</li> <li>• Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt</li> <li>• Explaining phenomena such as the water cycle or how a volcano erupts in geography</li> <li>• Explaining religious traditions and practices in RE</li> <li>• Encyclopaedia entries</li> <li>• Technical manuals</li> <li>• Question and answer articles and leaflets</li> <li>• Science write-ups</li> </ul>	<p>Discussion</p> <ul style="list-style-type: none"> <li>• Non-fiction book on an 'issue'</li> <li>• Write-up a debate</li> <li>• Leaflet or article giving balanced account of an issue</li> <li>• Writing editorials about historical attitudes to gender, social class, colonialism etc.</li> <li>• Writing letters about pollution, factory farming or smoking</li> <li>• Writing essays giving opinions about literature, music or works of art</li> </ul>		

Writing Progression								
	Purpose	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Narrative</b>		<ul style="list-style-type: none"> <li>Use of capital letters and full stops to start and end sentences.</li> <li>Use of finger spaces in sentences and phrases.</li> <li>Simple sentences and phrases used to convey meaning.</li> <li>Starting to use 'descriptive words' to enhance sentences.</li> <li>Use of sentences and phrases to record sections of narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Often written in the third person and past tense.</li> <li>Personal recounts and retellings often use the first person and past tense.</li> <li>Sentences are demarcated using full-stops, capital letters and finger spaces.</li> <li>Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no!</li> <li>Question marks can be used to form questions.</li> <li>Use of the personal pronoun 'I' to retell personal narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Often written in the third person and past.</li> <li>Past progressive form of verbs.</li> <li>Apostrophes for possession.</li> <li>Apostrophes to show contraction.</li> <li>Personal retellings often use the first person and past tense.</li> <li>Sentences are demarcated using full-stops, capital letters and finger spaces.</li> <li>Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas.</li> <li>Use of exclamation marks to indicate emotions.</li> <li>Question marks including rhetorical questions. Adjectives including comparative adjectives.</li> <li>Noun phrases.</li> <li>Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.</li> <li>Verbs chosen for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs</li> <li>Adverbs</li> <li>The use of conjunctions e.g. when, before, after, while, so, because.</li> <li>Prepositions.</li> <li>Present perfect form of verbs used within dialogue or a character's thoughts, Headings and subheadings used to indicate sections in the narrative.</li> <li>Inverted commas used to punctuate direct speech.</li> <li>Noun phrases to create effective descriptions.</li> <li>Verbs and adverbs chosen for effect e.g. shouted/muttered instead of said; Cohesion created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys...</li> <li>Fronted adverbials e.g. During the night..., in a distant field.... punctuated using a comma.</li> </ul>	<ul style="list-style-type: none"> <li>The third person and past tense. This can include the past progressive and/or present perfect.</li> <li>Standard English forms of verb inflections are used instead of local spoken forms.</li> <li>The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs.</li> <li>Paragraphs for organising the narrative into logical sections.</li> <li>The use of conjunctions e.g. when, before, after, while, so, because...enables causation.</li> <li>Descriptions developed through the effective use of expanded noun.</li> <li>Full range of speech punctuation can be used to indicate dialogue Apostrophes used to indicate plural possession.</li> <li>Metaphors.</li> </ul>	<ul style="list-style-type: none"> <li>Use of the past perfect and Past perfect progressive forms. Adverbials e.g. therefore, however to create cohesion within and across paragraphs. Modals used to suggest degrees of possibility.</li> <li>Adverbs of possibility.</li> <li>Parenthesis used to add additional information through the use of brackets, dashes or commas.</li> <li>Layout devices used to provide additional information and guide the reader.</li> <li>Relative clauses used to add further information, including the use of commas when required.</li> <li>Use of similes.</li> <li>Emotive language.</li> </ul>	<ul style="list-style-type: none"> <li>Choose between vocabulary typical of informal speech and that appropriate for formal speech.</li> <li>Passive voice used.</li> <li>Conditional forms such as the subjunctive form to hypothesise.</li> <li>Past perfect progressive forms used to indicate specific points in time.</li> <li>Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.</li> <li>Colons, semi-colons and dashes used to separate and link ideas.</li> </ul>
<b>Discussion</b>	To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/or examples.				<ul style="list-style-type: none"> <li>Use present perfect form of verbs.</li> <li>Heading and subheadings used to aid presentation.</li> <li>Use of additional, exemplification, comparing and contrasting and result conjunctions.</li> <li>Rhetorical questions.</li> <li>Third person.</li> </ul>	<ul style="list-style-type: none"> <li>Effective use of noun phrases</li> <li>Use of paragraphs to organise ideas</li> <li>Use adverbials e.g. therefore, however...</li> <li>Use of conditionals.</li> </ul>	<ul style="list-style-type: none"> <li>Create cohesion within paragraphs using adverbials.</li> <li>Use layout devices to provide additional information and guide the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials.</li> <li>Make formal and informal vocabulary choices.</li> <li>Use the passive voice to present points of view.</li> <li>Adapt degrees of formality and informality to suit the form of the discussion.</li> <li>Use conditional forms such as the subjunctive form to hypothesise.</li> <li>Make formal and informal vocabulary choices.</li> <li>Use semi-colons, colons and dashes to make boundaries between clauses.</li> <li>Formal language.</li> </ul>
<b>Explanations</b>	To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.	<ul style="list-style-type: none"> <li>Use learnt facts to write short sentences and phrases.</li> <li>Use of capital letters and full stops to start and end sentences.</li> <li>Use of finger spaces in sentences and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Question marks are used to denote questions.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of present tense</li> <li>Questions can be used to form titles.</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions.</li> <li>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>Heading and subheadings used to aid presentation.</li> <li>Use fronted adverbials</li> <li>Third person</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas</li> <li>Create cohesion through the use of nouns and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Indicate degrees of possibility using adverbs and modal verbs</li> <li>Use layout devices to provide additional information and guide the reader</li> <li>Create cohesion within paragraphs using adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Adapt degrees of formality and informality to suit the form of the explanation</li> <li>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</li> <li>The passive voice can be used</li> <li>Formal language</li> </ul>

							<ul style="list-style-type: none"> <li>Relative clauses can be used to add further information</li> <li>Parenthesis can be used to add clarification of technical words</li> </ul>	
<b>Instruction/procedural</b>	To ensure something is done effectively and/or correctly with a successful outcome for the participant/s.	<ul style="list-style-type: none"> <li>Use phrases and words in list form.</li> <li>Numbers to order a list</li> </ul>	<ul style="list-style-type: none"> <li>Use phrases and words in list form.</li> <li>Numbers to order a list</li> <li>Imperative form</li> </ul>	<ul style="list-style-type: none"> <li>Use of command sentences.</li> <li>Commas in lists.</li> </ul>	<ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>Heading and subheadings used to aid presentation.</li> <li>Use fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>Create cohesion through the use of nouns and pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>Parenthesis can be used to add additional advice</li> <li>Relative clauses can be used to add further information</li> <li>Modals can be used to suggest degrees of possibility</li> <li>Use layout devices to provide additional information and guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>Adapt degrees of formality and informality to suit the form of the instructions</li> <li>Create cohesion across the text using a wide of cohesive devices including layout features</li> </ul>
<b>Persuasive</b>	To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.				<ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>Use present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>Create cohesion through the use of nouns and pronouns</li> <li>Use adverbials e.g. therefore, however...</li> <li>Use paragraphs to organise ideas</li> <li>Effective use of expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>Modals can be used to suggest degrees of possibility</li> <li>Create cohesion within paragraphs using adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Make formal and informal vocabulary choices</li> <li>Adapt degrees of formality and informality to suit the form of the text</li> <li>The passive voice can be used in some formal persuasive texts Use conditional forms such as the subjunctive form to hypothesise</li> <li>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</li> </ul>
<b>Report</b>	To provide detailed information about the way things are or were.  To help readers/listeners understand what is being described by organising or categorising information.		<ul style="list-style-type: none"> <li>Writes for purpose</li> <li>Full stops, capital letters, question marks are used to denote sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Use present and past tense throughout writing Questions can be used to form titles.</li> <li>Use conjunctions e.g. because to aid explanation</li> <li>Use adjectives including comparative adjectives to create description.</li> </ul>	<ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>Headings and subheadings used to aid presentation</li> </ul>	<ul style="list-style-type: none"> <li>Create cohesion through the use of nouns and pronouns</li> <li>Use of paragraphs to organise ideas</li> </ul>	<ul style="list-style-type: none"> <li>Create cohesion within paragraphs using adverbials</li> <li>Parenthesis can be used to add additional information</li> <li>Use layout devices to provide additional information and guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms</li> <li>The passive voice can be used</li> <li>Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions</li> </ul>
<b>Recounts</b>	To recall an event from a particular point of view.	<ul style="list-style-type: none"> <li>Simple sentences and phrases are written in past tense</li> <li>Orally recount using past tense.</li> </ul>	<ul style="list-style-type: none"> <li>Chronological ordering of sentences.</li> <li>Writing in past tense.</li> </ul>	<ul style="list-style-type: none"> <li>Use past and present tense throughout writing Use progressive forms of verbs</li> <li>Use conjunctions for coordination and subordination</li> <li>Use of noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech</li> <li>Fronted adverbials (e.g. Later that day)</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas</li> <li>Effective use of expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>Use of the past perfect</li> <li>Modals can be used to indicate degrees of possibility</li> <li>Create cohesion within paragraphs using adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Use of the past perfect progressive form of verbs</li> <li>Adapt degrees of formality and informality to suit the form of the text</li> <li>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</li> </ul>