



Writing at Charmouth Primary School

Vision

At Charmouth Primary School, we envision a dynamic and inclusive writing environment where every child develops a love for writing and expresses their creativity confidently. Our goal is to create a sense of pride in writing by helping students become clear, effective communicators who use language to share their thoughts, ideas, and experiences with others.

Through engaging and varied writing activities, we strive to develop not only technical skills in spelling, grammar, and punctuation, but also critical thinking, creativity, and a lifelong enthusiasm for written communication. By supporting each child's writing process, we aim to empower them to take pride in their work, become confident writers, and use writing as a means to connect with others in meaningful ways.

The Writing Process

Our writing process is underpinned by access to high quality texts. Children's learning of writing revolves around the same key text for three weeks (with the exception of shorter poetry units), and they use this piece of literature to inspire their writing journey. Children gain understanding of writing styles, literary devices and grammatical concepts through both the text and explicit teaching. Writing skills are taught, demonstrated and practised in isolation, before being applied to a longer written piece.

The Long Term Plan

Due to the multitude of skills required in writing, children will be taught key concepts and given opportunities to revisit these key concepts multiple times over the year. Below, you will see the key learning points for writing that this class will learn. Initial learning is shown in red, whilst the second exposure is in amber. When a topic is revisited for a third time or more, it is shown in green.



Sharks: Cycle A

Term	Autumn				
Theme	Crime and Punishment			Sprites and Spirits	
Text	The Island <i>Armin Greder</i>	The Three Little Pigs Project <i>The Guardian</i>	<i>Neighbours</i> by Benjamin Zephaniah	Rain Player <i>David Wisniewski</i>	The Tempest <i>William Shakespeare</i>
Outcomes	Narrative - own sequel Persuasive letter Setting Description Book review	Journalistic writing Courtroom speech (oracy) Diary Entry Narrative	Poetry	Non-Chronological Report Journalistic writing (revisit) Diary entry	Character description/ Setting description Playscript
NC Objectives	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Commas to clarify meaning</p> <p>Describing setting</p>	<p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Informal and formal language, including the subjunctive tone</p> <p>Describing atmosphere</p>	<p>Learn a range of poetry by heart</p> <p>Prepare poems to read aloud and to perform, showing understanding of audience</p> <p>Draft and write a poem by selecting appropriate grammar and vocabulary</p>	<p>Integrating dialogue to convey character and advance action</p> <p>Informal and formal language, including the subjunctive tone</p> <p>Use layout devices to structure information clearly</p>	<p>Describing setting, character and atmosphere</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Using conjunctions, adverbs and prepositions for time, place and cause</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using hyphens to avoid ambiguity</p>



Term	Spring				
Theme	Affirmation and Equality		Legends, Folklore and Fairy Tales		
Text	The Lost Thing <i>Shaun Tan</i>	Freedom Bird <i>Jerdine Nolen</i>	Beowulf <i>Michael Morpurgo</i>	The Grimm Tales <i>Philip Pullman</i>	The Highwayman <i>Alfred Noyes</i>
Outcomes	Narrative - own version Letter Non-Chronological Report (revisit)	Biography Narrative Diary entry	Narrative - innovation Obituaries Letters of advice	Twisted traditional tale Diary entry Character description (revisit)	Poetry
NC Objectives	<p>Cohesion across the paragraphs (e.g. using adverbials, tense choice, pronouns) using brackets, dashes or commas to indicate parenthesis</p> <p>Informal and formal language, including the subjunctive mood</p> <p>Integrating dialogue to convey character and advance action</p> <p>Describing setting, character and atmosphere Using modal verbs or adverbs to indicate degrees of possibility</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Using commas to clarify meaning</p> <p>Describing setting, character and atmosphere Using conjunctions, adverbs and prepositions for time, place and cause</p>	<p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Cohesion across the paragraphs (e.g. using adverbials, tense choice, pronouns)</p> <p>Commas to clarify meaning Semi-colons, colons, dashes and brackets to convey information clearly</p> <p>Using hyphens to avoid ambiguity</p>	<p>Describing setting, character and atmosphere</p> <p>Informal and formal language, including the subjunctive mood</p> <p>Cohesion across the paragraphs (e.g. using adverbials, tense choice, pronouns)</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p>	<p>Learn a range of poetry by heart</p> <p>Prepare poems to read aloud and to perform, showing understanding of audience</p> <p>Draft and write a poem by selecting appropriate grammar and vocabulary</p>



Term	Summer				
Theme	Lessons from History		Solving Mysteries		
Text	Anne Frank <i>Josephine Poole</i>	Children of the Benin Kingdom <i>Dina Orji</i>	The Strange Case of Origami Yoda <i>Tom Angleberger</i>	The Unforgotten Coat <i>Frank Cottrell-Boyce</i>	I am From... <i>George Ella Lyon</i>
Outcomes	Letter First person narrative Biography	Survival Guide Non-chronological report (revisit) Eyewitness report	Instructions Discussion text Persuasive letter Diary entry	Experiment write-up Non-chronological report Diary entry	Poetry
NC Objectives	<p>Describing setting, character and atmosphere</p> <p>Integrating dialogue to convey character and advance action</p> <p>Cohesion across the paragraphs (e.g. using adverbials, tense choice, pronouns)</p> <p>Semi-colons, colons, dashes and brackets to convey information clearly using brackets, dashes or commas to indicate parenthesis</p>	<p>Using the active and passive voice and subjunctive mood to demonstrate formality</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Semi-colons, colons, brackets, dashes, commas and bullet points to convey information clearly</p>	<p>Informal language</p> <p>Semi-colons, colons, brackets, dashes, commas and bullet points to convey information clearly</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Cohesion across the paragraphs (e.g. using adverbials, tense choice, pronouns)</p> <p>Integrating dialogue to convey character and advance action</p> <p>Use layout devices to structure information clearly</p>	<p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using hyphens to avoid ambiguity</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Describing setting, character and atmosphere</p> <p>Using conjunctions, adverbs and prepositions for time, place and cause</p>	<p>Learn a range of poetry by heart</p> <p>Prepare poems to read aloud and to perform, showing understanding of audience</p> <p>Draft and write a poem by selecting appropriate grammar and vocabulary</p>



Sharks: Cycle B

Term	Autumn				
Theme	Unwanted Visitors		Protection		
Text	The Wind in the Wall <i>Sally Gardner</i>	The Arrival <i>Shaun Tan</i>	The Hidden Forest <i>Jeannie Baker</i>	The Templeton Twins Have an Idea <i>Ellis Weiner</i>	Talking Turkeys <i>Benjamin Zephaniah</i>
Outcomes	Character / setting descriptions Letter Dialogue	Letters Character descriptions Diaries Leaflets	Diary entries Letter Non chronological report	Character comparisons Diary entries Informal letters Narrative sequel	Poem
NC Objectives	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Informal and formal language, including the subjunctive tone</p>	<p>Describing character</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using relative clauses beginning with who, which, where, when, whose, that</p> <p>Using conjunctions, adverbs and prepositions for time, place and cause</p>	<p>Describing setting</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Use layout devices to structure information clearly</p>	<p>Describing characters and settings</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Cohesion across the paragraphs (e.g. using adverbials, tense choice, pronouns)</p> <p>Semi-colons, colons, brackets, dashes and commas to convey information clearly</p> <p>Integrating dialogue to convey character and advance action</p>	<p>Learn a range of poetry by heart</p> <p>Prepare poems to read aloud and to perform, showing understanding of audience</p> <p>Draft and write a poem by selecting appropriate grammar and vocabulary</p>



Term	Spring				
Theme	Innovation and Technology		Dystopian Futures		
Text	Hidden Figures <i>Margot Lee Shetterly</i>	The Invention of Hugo Cabret <i>Brian Selznick</i>	Robot Girl <i>Malorie Blackman</i>	Boy in the Tower <i>Polly Ho-Yen</i>	The Lady of Shalott <i>Lord Tennyson</i>
Outcomes	Non chronological reports Job adverts Persuasive letters Diary entries	Diary entries Flashback narrative Speech Film review	Debate Character comparisons Book review Narrative	Warning posters Journalistic writing Formal letters Narratives	Poem
NC Objectives	<p>Using relative clauses beginning with who, which, where, when, whose, that</p> <p>Describing settings and characters</p> <p>Informal and formal language, including the subjunctive tone</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Semi-colons, colons, brackets, dashes, commas and bullet points to convey information clearly</p>	<p>Integrating dialogue to convey character and advance action</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Use layout devices to structure information clearly</p> <p>How hyphens can be used to avoid ambiguity</p> <p>Describing atmosphere</p>	<p>Integrating dialogue to convey character and advance action</p> <p>Using conjunctions, adverbs and prepositions for time, place and cause</p> <p>Using relative clauses beginning with who, which, where, when, whose, that</p> <p>Using the present perfect form of verbs in contrast to the past tense</p>	<p>Integrating dialogue to convey character and advance action</p> <p>Describing setting, character and atmosphere</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Cohesion across the paragraphs (e.g. using adverbials, tense choice, pronouns)</p> <p>Using brackets, dashes or commas to indicate parenthesis</p>	<p>Learn a range of poetry by heart</p> <p>Prepare poems to read aloud and to perform, showing understanding of audience</p> <p>Draft and write a poem by selecting appropriate grammar and vocabulary</p>



Term	Summer				
Theme	Change and Continuity		Historical Turning Points		
Text	<i>Can we Save the Tiger?</i> <i>Martin Jenkins</i>	Night Mail <i>W H Auden</i>	The Story of Tutankhamun <i>Patricia Cleveland-Peck</i>	Curiosity <i>Markus Motum</i>	New Beginnings <i>Tony Walsh</i>
Outcomes	Letter Persuasive speech Nonchronological report Narrative	Historical reporting Comparisons Poem	Non-chronological reports Instructions Character descriptions Newspaper reports Narrative	Diary Entry Non-chronological report Narrative	Poetry
NC Objectives	<p>Informal and formal language, including the subjunctive tone</p> <p>Use layout devices to structure information clearly</p> <p>How hyphens can be used to avoid ambiguity</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Integrating dialogue to convey character and advance action</p>	<p>Use layout devices to structure information clearly</p> <p>Semi-colons, colons, brackets, dashes commas and bullet points to convey information clearly</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using the present perfect form of verbs in contrast to the past tense</p>	<p>Integrating dialogue to convey character and advance action</p> <p>Using conjunctions, adverbs and prepositions for time, place and cause</p> <p>Describing setting, character and atmosphere</p> <p>Semi-colons, colons, brackets, dashes commas and bullet points to convey information clearly</p>	<p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>How hyphens can be used to avoid ambiguity</p> <p>Using passive verbs to affect the presentation of information in a sentence</p>	<p>Learn a range of poetry by heart</p> <p>Prepare poems to read aloud and to perform, showing understanding of audience</p> <p>Draft and write a poem by selecting appropriate grammar and vocabulary</p>