



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.



Cycle A: Dolphins

Term	Autumn				
Theme	Destruction and Preservation		Space and Our World		Poetry
Text	<i>Cave Baby</i> <i>Julia Donaldson & Emily Gravett</i>	<i>The Journey Home</i> <i>Frann Preston Gannon</i>	<i>We are Water Protectors</i> <i>Carole Lindstrom</i>	<i>Astro Girl</i> <i>Ken Wilson-Max</i>	<i>A Visit from St Nicholas</i>
Outcomes	Narrative Labels and Captions Informal letters	Persuasive Letters Posters Non-chronological report Postcards Short stories	Environmental Campaign Descriptive non-fiction Character description Life-cycles	Fact files - astronauts Writing in role Commands 'How to' Guides	Poetry
Objectives	<p>Separating words with spaces</p> <p>Combining words to make sentences</p> <p>Joining words and clauses</p> <p>Capital letters, full stops to demarcate sentences</p> <p>Capital letters for names</p>	<p>Capital letters, full stops and question marks to demarcate sentences</p> <p>Recognising and writing statements or questions</p> <p>Expanded noun phrases to specify and describe</p> <p>Consistent use of present / past tense</p> <p>Suffixes -ing, -ed, -er and -est</p>	<p>Using suffixes -ment -ness, -ful, -less, -ly</p> <p>Expanded noun phrases to specify and describe</p> <p>Consistent use of present / past tense</p> <p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Regular plural noun suffixes -s or -es</p>	<p>Cls, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Combine words to make sentences</p> <p>Sequencing sentences to form short narratives</p> <p>Subordination (when, if, that, because) coordination (using, or, and, but)</p> <p>Recognising and writing statements, questions, exclamations and commands</p>	<p>Recite some poems by heart, with appropriate intonation</p> <p>Recognise simple recurring language in poetry</p> <p>Develop positive attitudes towards and stamina for writing by writing poetry</p>



Term	Spring					
Theme	Similarities and Differences		Change and Relationships			Poetry
Text	Leo and the Octopus <i>Isabelle Marinov</i>	The Bear and the Piano <i>David Litchfield</i>	The Owl and the Pussy-cat <i>Edward Lear</i>	The Odd Egg <i>Emily Gravett</i>	If All the World Were <i>Joeseph Coelho</i>	30 Days Hath September
Outcomes	Factfile This is Me! Posters Letters of advice Factual Descriptions Logbooks Scripts	Narrative Letters of advice Short news report Writing in role Retelling Information Poster	Environmental Campaign Descriptive non-fiction Life-cycles Character description	Fact files Writing in role Commands 'How to' Guides	Narrative Found posters Diary entries Notes of advice Setting descriptions	Poetry
Objectives	<p>Leaving spaces between words</p> <p>Joining words and clauses with 'and'</p> <p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Sequencing sentences to form short narratives</p>	<p>Joining words and clauses using and</p> <p>Subordination using: when, if, that, because and coordination (or, and, but)</p> <p>Recognising and writing statements, questions, exclamations and commands</p> <p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences Expanded noun phrases to specify and describe</p>	<p>Capital letters for names / personal pronoun I</p> <p>Using suffixes -ment -ness, -ful, -less, -ly</p> <p>Consistent use of present tense and past tense throughout writing</p> <p>Use of progressive form</p> <p>Commas in lists Apostrophes where letters are missing</p>	<p>Joining words and clauses</p> <p>Separation of words with spaces</p> <p>Apostrophes to show possession</p> <p>Regular plural noun suffixes -s or -es</p> <p>Suffixes -ing, -ed, -er and -est</p>	<p>Capital letters for names and the personal pronoun</p> <p>Formation of adjectives using -ful and -less</p> <p>Subordination (when, if, that, because)</p> <p>Expanded noun phrases to specify and describe</p> <p>Recognising and writing statements, questions, exclamations and commands</p>	<p>Recite some poems by heart, with appropriate intonation</p> <p>Recognise simple recurring language in poetry</p> <p>Develop positive attitudes towards and stamina for writing by writing poetry</p>



Term	Summer				
Theme	Fantasy Journeys		Structures and Materials		Poetry
Text	Lost and Found <i>Oliver Jeffers</i>	Ocean Meets Sky <i>Eric Fan & Terry Fan</i>	The Magic Bed <i>John Burningham</i>	Iggy Peck - Architect <i>Andrea Beatty & David Roberts</i>	Spaghetti <i>John Prelutsky</i>
Outcomes	Narrative Character Descriptions Retellings Advice Instructions Non-chronological report	Narrative Setting & Character Descriptions Labels Diaries Postcards Captain's logs Instructions Dialogue	Narrative Setting descriptions Additional scenes Description of magical furniture	Fact File Labels Captions Character comparisons Thought / Speech bubbles	Poetry
Objectives	Combining words to make sentences Joining words and clauses with and Sequencing sentences to form short narratives Commas for lists	Suffixes -ment -ness, -ful, -less, -ly Forming nouns by adding suffixes / compounding words Subordination using: when, if, that, because and coordination (or, and, but) Expanded noun phrases to specify and describe Recognising and writing statements, questions, exclamations and commands	Expanded noun phrases to specify and describe Sequencing sentences to form short narratives Regular plural noun suffixes -s or -es Progressive form of verbs Capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes for omission and possession	Suffixes -ing, -ed, -er and -est Combining words to make sentences Joining words and joining clauses with and Subordination using: when, if, that, because and coordination (or, and, but) Capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and the personal pronoun I	Recite some poems by heart, with appropriate intonation Recognise simple recurring language in poetry Develop positive attitudes towards and stamina for writing by writing poetry



Cycle B

Term	Autumn				
Theme	Heroes & Villains		Creation & Conservation		Poetry
Text	Billy and the Beast <i>Nadia Shireen</i>	Send for a Superhero <i>Michael Rosen & Katharine McEwan</i>	Jim & the Beanstalk <i>Raymond Briggs</i>	Goldilocks and the Three Bears <i>Lauren Child</i>	Where do all the Teachers Go? <i>Peter Dixon</i>
Outcomes	Narrative Wanted posters Emails Character descriptions Recipes	Non-chronological leaflets 'Captions Character descriptions Comparisons	Sequels Narratives Dialogue Thought bubbles Informal letters	Sequel stories Wanted posters Letters Retellings Lists of rules	Poetry
Objectives	<p>Separation of words with spaces</p> <p>combining words to make sentences</p> <p>Joining words and joining clauses using and</p> <p>Introduction to capital letters and full stops to demarcate sentences</p> <p>Capital letters for names and personal pronoun I</p>	<p>Regular plural noun suffixes -s or -es</p> <p>combining words to make sentences</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops and question marks to demarcate sentences</p> <p>Recognising and writing statements, questions, exclamations and commands</p> <p>Using suffixes -ment -ness, -ful, -less, -ly</p>	<p>suffixes added to verbs where no change is need (helping, helped, helper)</p> <p>Subordination (when, if, that, or because) and co-ordination (or, and, or but)</p> <p>Sequencing sentences to form short narratives</p> <p>Correct and consistent use of present tense and past tense</p> <p>Use of the progressive form of verbs in the present and past tense</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly to turn adjectives into adverbs</p>	<p>regular plural noun suffixes -s or -es</p> <p>capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> <p>Expanded noun phrases to specify and describe</p> <p>Consistent use of present / past tense</p> <p>commas to separate item in a list</p> <p>progressives forms of verbs</p> <p>Subordination using: when, if, that, because and coordination (or, and, but)</p>	<p>Recite some poems by heart, with appropriate intonation</p> <p>Recognise simple recurring language in poetry</p> <p>Develop positive attitudes towards and stamina for writing by writing poetry</p>



Term	Spring				
Theme	Storybook Bears	Beasts and Monsters		Poetry	
Text	The Bear Under the Stairs <i>Helen Cooper</i>	I want my Hat Back <i>Jon Klassen</i>	Dinosaurs and all that Rubbish <i>Michael Forman</i>	The Minpins <i>Roald Dahl</i>	King of the Dinosaurs <i>Eoife Mannix</i>
Outcomes	Information texts Letters Retellings Narratives	Story sequels Questions Speech bubbles Letters Lists	Pamphlets Letters Setting descriptions Instructions Narrative Posters	Adventure Narrative Danger posters Setting descriptions Character descriptions Information Reports Postcards	Poetry
Objectives	<p>joining words and joining clauses with and</p> <p>subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Recognising and writing statements, questions, exclamations and commands</p> <p>using capital letters, full stops, exclamation marks and question marks to demarcate sentences</p>	<p>combining words to make sentences</p> <p>separating words with spaces</p> <p>capital letters, full stops, exclamation marks and question marks to demarcate sentences</p> <p>Recognising and writing statements, questions, exclamations and commands</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly to turn adjectives into adverbs</p> <p>capital letters for names and the personal pronoun I</p>	<p>suffixes where no change is needed in the spelling of root words (helping, helped, helper)</p> <p>apostrophes for omission and singular possession</p> <p>sequencing sentences to form short narratives</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly to turn adjectives into adverbs</p>	<p>joining words and clauses using and</p> <p>Expanded noun phrases to specify and describe</p> <p>using -er, -est, and -ly to turn adjectives into adverbs</p> <p>correct and consistent use of present and past tense</p> <p>commas to separate item in a list</p> <p>use of the progressive form of verbs in the present and past tense</p>	<p>Recite some poems by heart, with appropriate intonation</p> <p>Recognise simple recurring language in poetry</p> <p>Develop positive attitudes towards and stamina for writing by writing poetry</p>



Term	Summer				
Theme	Fictional Worlds		Urban and Rural Adventures		Poetry
Text	Yeti and the Bird <i>Nadia Shireen</i>	Julian is a Mermaid <i>Jessica Love</i>	Stanley's Stick <i>John Hegley & Neal Layton</i>	House Held Up by Trees <i>Ted Kooser</i>	On the Ning Nang Nong <i>S Milligan</i>
Outcomes	Narratives Lists of rules Letters Postcards Character Descriptions	Three-verse poems Instructions Writing in role Advertisements	Own version Narratives Retellings Descriptions	Factual reports Factual Descriptions Advertisements Explanations Poetry	Poetry
Objectives	<p>Subordination using: when, if, that, because and coordination (or, and, but)</p> <p>apostrophes for omission and possession</p> <p>using -er, -est, and -ly to turn adjectives into adverbs</p>	<p>combining words to make sentences</p> <p>separating words with spaces</p> <p>capital letters for names and the personal pronoun I</p> <p>formation of adjectives using suffixes -ful, -less</p>	<p>suffixes where no change is needed in the spelling of root words (helping, helped, helper)</p> <p>joining words and clauses using and</p> <p>sequencing sentences to form narratives</p> <p>using -er, -est, and -ly to turn adjectives into adverbs</p> <p>commas to separate items in a list</p> <p>Expanded noun phrases to specify and describe</p>	<p>formation of adjectives using suffixes -ful, -less</p> <p>subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Expanded noun phrases to specify and describe</p> <p>Statements, questions, exclamations and commands</p> <p>Consistent use of present / past tense</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>apostrophes for omission and possession</p>	<p>Recite some poems by heart, with appropriate intonation</p> <p>Recognise simple recurring language in poetry</p> <p>Develop positive attitudes towards and stamina for writing by writing poetry</p>