



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.



Seals: Cycle A

Term	Autumn				
Theme	Magic and Mystery		Dreams and Desires		Poetry
Text	Leon and the Place Between <i>Angela McAllister</i>	The Mermaid of Zennor <i>Charles Causley</i>	The BFG <i>Roald Dahl</i>	The Tear Thief <i>Carol Ann Duffy</i>	A Visit From St Nicholas Clement Clarke Moore
Outcomes	Fantasy narratives Persuasive posters setting descriptions thought bubble diaries	Own version legend Information booklets retelling letters tourist guides	Fantasy narratives Recount (diary entry) wanted posters Instructions	Newspaper article diary entries, persuasive posters letters of explanation discussions	Poem
Objectives	<p>Extending the range of sentences with more than one clause by using conjunctions (when, if, because, although)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns (e.g. the teacher expanded to: the strict maths teacher)</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p>	<p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of commas after fronted adverbials</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Using fronted adverbials</p> <p>Using commas after fronted adverbials</p> <p>• Indicating possession by using the possessive apostrophe with plural nouns</p> <p>Using and punctuating direct speech</p>	<p>Recognise some forms of poetry (free verse, narrative)</p> <p>Prepare poems to read aloud and to perform</p> <p>Read aloud their own writing using appropriate intonation, tone and volume</p>



Term	Spring				
Theme	Hope and Healing		Overcoming Adversity		Poetry
Text	Winter's Child <i>Angela McAllister</i>	The Last Garden <i>Rachel Ip</i>	Cloud Tea Monkeys <i>Mal Peet & Elspeth Graham</i>	Nen and the Lonely Fisherman <i>Ian Eagleton</i>	The Witches Spell <i>Macbeth</i>
Outcomes	Fantasy story sequels Descriptive poems, postcards, dialogue, setting descriptions as letters, retellings	Own version narrative Setting description, advert, retelling, instructional flyer , dialogue	Non-chronological reports Descriptions, 'how to' guides (instructions), letters, discussions	Own version narratives Lonely hearts advert (character description), thought bubbles, diary entry, message in a bottle	Poem
Objectives	<p>Introduction to paragraphs as a way to group related material</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Fronted adverbials and the use of commas after fronted adverbials</p> <p>Using and punctuating direct speech</p>	<p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Beginning to use paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Fronted adverbials and the use of commas</p>	<p>Recognise some forms of poetry (free verse, narrative)</p> <p>Prepare poems to read aloud and to perform</p> <p>Read aloud their own writing using appropriate intonation, tone and volume</p>



				after fronted adverbials	
Term	Summer				
Theme	From Mystery to Discovery		Pride and Downfall		Poetry
Text	The Mysteries of Harris Burdick <i>Chris Van Allsberg</i>	How to Live for Ever <i>Colin Thompson</i>	Pride: The Story of Harvey Milk and the Rainbow Flag <i>Rob Sanders</i>	The Legend of Sally Jones <i>Jakob Wegelius</i>	Gran Can You Rap <i>Jack Ousby</i>
Outcomes	Own version mystery narratives Diary entries, dialogue, setting descriptions (atmospheric descriptions), captions and titles	Prequels Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning	Biographies of Harvey Milk Thought bubbles, speech, simple leaflets	Birth certificate, letter, class 'book of tricks', newspaper article, dialogue, advert, diary entry, leaflet, telegram, booklet, 'so long' note Main outcome: A further adventure	
Objectives	Using paragraphs as a way to group related material Fronted adverbials and the use of commas after fronted adverbials Use of inverted commas and other punctuation to indicate direct speech	Word families based on common words, showing how words are related in form and meaning Expressing time, place and cause using conjunctions, adverbs or prepositions Use of inverted commas and other punctuation to indicate direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Word families based on common words, showing how words are related in form and meaning Headings and sub-headings to aid presentation Fronted adverbials and the use of commas after fronted adverbials Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of the forms a or an according to whether the next word begins with a consonant or a vowel Word families based on common words, showing how words are related in form and meaning Headings and sub-headings to aid presentation Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Recognise some forms of poetry (free verse, narrative) Prepare poems to read aloud and to perform Read aloud their own writing using appropriate intonation, tone and volume



		Use of inverted commas and other punctuation to indicate direct speech			
--	--	--	--	--	--

Seals: Cycle B

Term	Autumn				
Theme	Imagination and Freedom		Invention and Transformation		Poetry
Text	Tar Beach <i>Faith Ringgold</i>	Varmints <i>Helen Ward</i>	The Tin Forest <i>Helen Ward</i>	The Iron Man <i>Ted Hughes</i>	Matilda <i>Hillaire Belloc</i>
Outcomes	Narrative retelling as a play script Poetry setting descriptions formal letters dialogue (as a script)	Explanations of a life cycle Diary entries instructions letters descriptions speeches	Persuasive information leaflets Persuasive posters information leaflets postcards, diaries, wishes, setting descriptions	Mystery narratives Character descriptions short news bulletins letters of advice diary entries menus logbook entries	Poetry
Objectives	Word families based on common words, showing how words are related in form and meaning Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Choosing nouns or pronouns appropriately for clarity	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in] Use of paragraphs to organise ideas around a theme Noun phrases expanded by the addition of modifying adjectives and nouns (e.g. the teacher expanded to: the strict maths teacher)	Add clarity and detail to sentences by adding fronted adverbials Expand noun phrases by the addition of modifying adjectives, nouns and prepositions (e.g. the teacher expanded to the strict teacher with curly hair) Inverted commas for direct speech and using a comma after the reporting clause	Recognise some forms of poetry (free verse, narrative) Prepare poems to read aloud and to perform Read aloud their own writing using appropriate intonation, tone and volume



		and cohesion and to avoid repetition	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Indicating possession by using the possessive apostrophe with plural nouns	
--	--	--------------------------------------	--	--	--

Term	Spring				
Theme	Finding your Future		Taking Courage		Poetry
Text	The Pied Piper of Hamelin <i>Michael Morpurgo</i>	The Selfish Giant <i>Oscar Wilde</i>	Odd and the Frost Giants <i>Neil Gaiman and Chris Riddell</i>	The Matchbox Diary <i>Paul Fleischman</i>	Bed in Summer <i>Robert Louis Stevenson</i>
Outcomes	Own version myths/legends Writing in role, information reports , adverts, formal letters	Own version narratives about kindness Letters, first person recounts, diaries , letters, posters, reports	Narrative recount, character and setting descriptions, letters, short explanations Retelling from an alternative perspective	Biography Dialogue, diary entry, retelling (oral dictation), miniautobiography, fact file	Poem
Objectives	<p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Headings and sub-headings to aid presentation</p>	<p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Fronted adverbials and the use of commas after fronted adverbials</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Fronted adverbials and the use of commas after fronted adverbials</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>Using and punctuating direct speech</p>	<p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Using and punctuating direct speech</p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Recognise some forms of poetry (free verse, narrative)</p> <p>Prepare poems to read aloud and to perform</p> <p>Read aloud their own writing using appropriate intonation, tone and volume</p>



Term	Summer				
Theme	Unearthing Civilisations		Fantasy Worlds		Poetry
Text	Weslandia <i>Paul Fleischman</i>	Shackleton's Journey <i>William Grill</i>	The Lion, the Witch and the Wardrobe <i>C.S. Lewis</i>	Jabberwocky <i>Lewis Carroll</i>	The Ocean's Blanket <i>Carol Ann Duffy</i>
Outcomes	Non-chronological reports Retellings, character descriptions, book reviews	Newspaper reports Packing lists (justifications), letters (formal and informal), interviews, diaries	Own version narratives (set in other worlds) Poems, eyewitness reports, an imaginary conversations, writing in role	Nonsense poems Performance poetry, explanatory descriptions	Poetry
Objectives	<p>Word families based on common words, showing how words are related in form and meaning</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of paragraphs to organise ideas around a theme</p>	<p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Fronted adverbials and the use of commas after fronted adverbials</p> <p>Use inverted commas to punctuate direct speech</p>	<p>Fronted adverbials and the use of commas after fronted adverbials</p> <p>Use inverted commas to punctuate direct speech</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Recognise some forms of poetry (free verse, narrative)</p> <p>Prepare poems to read aloud and to perform</p> <p>Read aloud their own writing using appropriate intonation, tone and volume</p>
	Fronted adverbials and the use of commas after fronted adverbials	Use of inverted commas and other punctuation to indicate direct speech			

