



# VLA Writing Long Term Plan 2025/2026



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Writing Purpose					Writing to Entertain	Writing to Inform
	Text Types	No extended writing				Character description <i>(Adjectives, adverbials)</i>  Setting description <i>(Time sequenced, differentiate between past and present appropriately)</i>  Shape or Acrostic Poem <i>(Describes object, in shape of object being described OR 1<sup>st</sup> letter spells out word, acrostic links to theme)</i>	Recount <i>(Opening sentence – who or what, ideas grouped together in time sequence, 1<sup>st</sup> person, past tense)</i>  Letter <i>(Dear...From, ideas grouped in time sequence)</i>  Instructions <i>(Simple title, numbered steps, present tense, 2<sup>nd</sup> person)</i>
Year 2	Writing Purpose	Writing to Entertain	Writing to Entertain	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform
	Text Types	Character description <i>(Adjectives, adverbials)</i>  Setting description <i>(Time order, adverbials)</i>  Retell part of story <i>(Conjunctions, multi-clause sentences, time order)</i>	Character/Setting description <i>(Time order, adverbials)</i>  Retell part of story <i>(Conjunctions, multi-clause sentences, time order)</i>  Free Verse Poem <i>(Alliteration, rhyme, counting syllables, repetition, thinking and feeling details)</i>	Character/Setting description <i>(Conjunctions, multi-clause sentences)</i>  Diary entry <i>(In character, main ideas grouped, chronological order using adverbials)</i>  Diamante Poem <i>(‘Diamond’ shape, specific structure, precise vocabulary, capital letters for start of lines, commas between adjectives/verbs)</i>	Recount – Trip? <i>(From own experience, brief introduction/conclusion, main ideas grouped, chronological order using adverbials)</i>  Letter – Informal <i>(Brief introduction and conclusion, main ideas organised in groups, sequenced by time-related words, appropriate greeting and sign-off)</i>  Instructions <i>(Title – ‘How to...’, equipment list horizontally ‘you will need’, commas in list)</i>	Character/Setting description <i>(Conjunctions, multi-clause sentences)</i>  Retell a short story <i>(Chronological order, 3-part story)</i>  Diary entry <i>(In character, main ideas grouped, chronological order using adverbials)</i>	Recount – Novel <i>(Write in character, brief introduction/conclusion, main ideas grouped, chronological order using adverbials)</i>  Explanation – Science link? <i>(Title – how or why, general statement to introduce topic, chronological order, present tense, 3<sup>rd</sup> person, causal conjunctions)</i>  Non-Chronological Report – London/The Queen? <i>(Brief introduction stating general description of topic, main ideas organised in groups, technical vocabulary)</i>

	Writing Purpose	Writing to Entertain	Writing to Inform	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Entertain
Year 3	Text Types	<p><b>Character description</b> (Detailed description, paragraphs in time order)</p> <p><b>Setting description</b> (Detailed description, paragraphs in time order)</p> <p><b>Clerihew Poem</b> (4 lines long, rhyming couplets AABB, about a character)</p>	<p><b>Letter – Informal</b> <i>In character</i> (Clear introduction, points about the theme or issue, organised in paragraphs denoted by time/place, topic related sentences, sender's address in top right with date of writing below)</p> <p><b>Non-chronological Report</b> – Fact File – Amazon? (Clear introduction, paragraphs, sub-headings, conclusion, technical vocabulary)</p> <p><b>Biography</b> (Clear introduction, paragraphs about key events, closing statement to summarise)</p>	<p><b>Recount – News or sports report on TV/radio/podcast</b> (Clear introduction, paragraphs about key events, closing statement to summarise)</p> <p><b>Explanation –</b> (Title with 'how' or 'why' question, opening paragraph introduces process, causal conjunctions, stages of process clearly broken down)</p> <p><b>Non-Chronological Report</b> (Clear introduction, paragraphs, sub-headings, conclusion, technical vocabulary)</p>	<p><b>Limerick Poem</b> (5 lines, rhyme scheme AABBA)</p> <p><b>Retell part of a story</b> (Time/place referenced, paragraphs, cohesion)</p> <p><b>Diary entry</b> (Clear introduction, paragraphs about key events, closing statement to summarise)</p> <p><b>Haiku Poem</b> (3 lines, Line 1 – 5 syllables, Line 2 – 7 syllables, Line 3 – 5 syllables)</p>	<p><b>Letter – Formal?</b> (Clear introduction, points about the theme or issue, organised in paragraphs denoted by time/place, topic related sentences, sender's address in top right with date of writing below)</p> <p><b>Advert</b> (2<sup>nd</sup> person, opening statement is usually a question, planned repetition to reinforce point/idea, facts and statistics, positive language, powerful verbs, argue and give reasons, present tense)</p> <p><b>Review – Class novel?</b> (2<sup>nd</sup> person, opening statement is usually a question, planned repetition to reinforce point/idea, facts and statistics, positive language, powerful verbs, argue and give reasons, present tense)</p>	<p><b>Narrative</b> (Time/place referenced, paragraphs, cohesion)</p> <p><b>Diary entry</b> (Clear introduction, paragraphs about key events, closing statement to summarise)</p> <p><b>Free Verse Poem</b> (Repetition, rhyme, simile, rhythm)</p>

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Year 4	Text Types	<p><b>Letter – Informal</b> (Informal greeting, name/Miss/Mrs/Mr, paragraphs organised into key ideas, appropriate sign-off, awareness of informal style)</p> <p><b>Non-Chronological Report</b> (Clear introduction and conclusion, links between sentences to help navigate reader, paragraphs organised accurately into key ideas, technical vocabulary)</p> <p><b>Biography – Character curriculum</b> (Clear introduction and conclusion, detail added to describe feelings/emotions)</p>	<p><b>Character description</b> (Detailed description, paragraphs in time order, correctly sequenced)</p> <p><b>Setting description</b> (Detailed description, paragraphs in time order, correctly sequenced)</p> <p><b>Kenning Poem</b> (Two-word phrases to describe object/animal/person, metaphors, ideas ordered according to effect)</p>	<p><b>Explanation</b> (Title with 'how' or 'why' question, opening paragraph introduces process, causal conjunctions, stages of process clearly broken down)</p> <p><b>Newspaper report</b> (Clear introduction – who, what, when, where, why, how, paragraphs organised into key ideas, written in columns, headline with alliteration, may have photo with caption)</p> <p><b>Instructions –</b> (Brief introduction to summarise product/game, equipment list with a sub-heading, listed vertically using bullet points)</p>	<p><b>Cinquain Poem</b> (5 lines, line 1 – 2 syllables, Line 2 – 4 syllables, Line 3 – 6 syllables, Line 4 – 8 syllables, Line 5 – 2 syllables)</p> <p><b>Narrative</b> (Opening and resolution linked, link between sentences, paragraphs build up to climax)</p> <p><b>Diary entry</b> (Clear introduction and conclusion, detail added to describe feelings/emotions)</p> <p><b>Riddle Poem</b> (Describes noun, adjectives, adverbs, prepositions)</p>	<p><b>Letter – Formal</b> (Formal greeting, Miss/Mrs/Mr/Sir/Madam, paragraphs organised into key ideas, distinguish between 'Yours Faithfully' and 'Yours Sincerely', appropriate sign-off, awareness of informal style)</p> <p><b>Advert</b> (2<sup>nd</sup> person, opening statement is usually a question, planned repetition to reinforce point/idea, facts and statistics, positive language, powerful verbs, argue and give reasons, present tense)</p> <p><b>Review – Class novel</b> (2<sup>nd</sup> person, opening statement is usually a question, planned repetition to reinforce point/idea, facts and statistics, positive language, powerful verbs, argue and give reasons, present tense)</p>	<p><b>Narrative</b> (Opening and resolution linked, link between sentences, paragraphs build up to climax)</p> <p><b>Diary entry</b> (Clear introduction and conclusion, detail added to describe feelings/emotions)</p> <p><b>Free Verse Poem</b> (Simile, rhythm, metaphor, onomatopoeia)</p>

	Writing Purpose	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Entertain	Writing to Discuss	Writing to Entertain
Year 5	Text Types	<p><b>Explanation –</b> (Causal conjunctions, diagrams to add/support information with labels, conclusion linked back to opening, glossary of technical vocabulary)</p> <p><b>Non-Chronological Report – Space?</b> (Developed introduction and conclusion, description of topic is technical and accurate, formal language, technical vocabulary)</p> <p><b>Biography – Epitaph</b> (Developed introduction and conclusion, description is detailed and engaging, chronological order clear with time/place/personal response, writer's perspective revealed)</p>	<p><b>Character/Setting description</b> (Detailed description, paragraphs to order in time sequence)</p> <p><b>Retell story/event</b> (Detailed description, paragraphs to order in time sequence)</p> <p><b>Narrative Poem</b> (Rhyme, structure, archaic language, hyperbole, symbolism, personification, pathetic fallacy)</p>	<p><b>Letter – Formal – Complaint</b> letter about Titanic? (Recipient's address in top left, conclusion which includes any expectations, closing remarks, final words)</p> <p><b>Advert – Job advert to join expedition?</b> (As Y3/4, personal pronouns, 1 paragraph per argument/point, short sentences for emphasis, emotive language, hyperbole, conclusion to get people on side/agree, bold/capital letters for emphasis, catchy names, slogans)</p> <p><b>Brochure/Leaflet</b> (As Y3/4, personal pronouns, 1 section per argument/point, short sentences for emphasis, emotive language, hyperbole, conclusion to get people on side/agree, bold/capital letters for emphasis, catchy names, slogans)</p>	<p><b>Narrative</b> (Sequence may be disrupted, eg. flashback, paragraphs varied in length/structure, plan/write 5-part story)</p> <p><b>Diary entry</b> (Developed introduction and conclusion, description is detailed and engaging, chronological order clear with time/place/personal response, writer's perspective revealed)</p> <p><b>Free Verse Poem</b> (Simile, metaphor, personification, awareness of mood and tone, vocabulary chosen specifically to match time period of poetry)</p>	<p><b>Newspaper Report</b> (Developed introduction, paragraphs developed, sub-headings used as organisational devices, formal language, eye-witness quotations which are succinct/emotive, conclusion to summarise and bring story up to date)</p> <p><b>Balanced argument</b> (Introductory statement of issue to be discussed, paragraphs for structure – 1 point at a time, formal/impersonal tone, cohesive devices, conclusion should include summary and recommendation, present tense, technical vocabulary)</p> <p><b>Review – Class novel</b> (Introductory statement of issue (book) to be discussed, paragraphs for structure – 1 point at a time, formal/impersonal tone, cohesive devices, conclusion should include summary and recommendation, present tense, technical vocabulary)</p>	<p><b>Narrative x2</b> (Sequence may be disrupted, eg. flashback, paragraphs varied in length/structure, repetition for effect, plan/write 5-part story)</p> <p><b>Diary entry – Topic link?</b> (Developed introduction and conclusion, description is detailed and engaging, chronological order clear with time/place/personal response, writer's perspective revealed)</p>

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Year 6	Text Types	<p><b>Non-Chronological Report</b> – Evacuees (WW2) <i>(Well-constructed and answers all of reader's questions, technical vocabulary)</i></p> <p><b>Newspaper report</b> – Eden Camp visit <i>(Headline including pun, developed introduction, paragraphs developed, sub-headings used as organisational devices, formal language, eye-witness quotations which are succinct/emotive, conclusion to summarise and bring story up to date)</i></p> <p><b>Explanation – Science?</b> <i>(Causal conjunctions, diagrams to add/support information with labels, conclusion linked back to opening, glossary of technical vocabulary)</i></p>	<p><b>Character description</b> <i>(Detailed description, paragraphs to order in time sequence)</i></p> <p><b>Retell story</b> <i>(Dialogue used to move action on, well-structured and raises intrigue)</i></p> <p><b>Narrative Poem</b> <i>(Rhyme, structure, archaic language, hyperbole, symbolism, personification, pathetic fallacy, repetition)</i></p>	<p><b>Newspaper report</b> – based on 'The Highwayman' <i>(Developed introduction, paragraphs developed, sub-headings used as organisational devices, formal language, eye-witness quotations which are succinct/emotive, conclusion to summarise and bring story up to date)</i></p> <p><b>Balanced argument</b> – Should Y6 SATs be abolished? <i>(Introductory statement of issue (book) to be discussed, paragraphs for structure – 1 point at a time, formal/impersonal tone, cohesive devices, conclusion should include summary and recommendation, present tense, technical vocabulary)</i></p> <p><b>Review – Class novel</b> <i>(Introductory statement of issue (book) to be discussed, paragraphs for structure – 1 point at a time, formal/impersonal tone, cohesive devices, conclusion should include summary and recommendation, present tense, technical vocabulary)</i></p>	<p><b>Narrative</b> <i>(Dialogue used to move action on, well-structured and raises intrigue)</i></p> <p><b>Diary entry – Autobiography</b> <i>(Well-structured, answers readers' questions, writer understands the impact and thinks about the response to what is written)</i></p> <p><b>Free Verse Poem</b> <i>(Simile, metaphor, personification, rhyme, awareness of mood and tone, enjambment, vocabulary chosen specifically to match time period of poetry)</i></p>	<p>SATs preparation – SPAG focus SATs assessment pieces</p> <ul style="list-style-type: none"> <li>• Alma story retell</li> <li>• Willy Wonka – Innocent or Guilty? (Speech)</li> <li>• Letter?</li> </ul>