Fiction story types: Wishing stories, Warning stories, Beating the monster stories, Journey stories – quests, adventures, Portal stories, Losing stories, Suspense stories, Fantasy stories, Cinderella or change stories
Non- fiction genres: Instruction (How to...), Recount (Event, Diary, Newspaper Report, Biography/Autobiography), Explanation (Explain how/what/why), Information (Non-chronological report -natural world, people, places, objects) Persuasion (Advert, Leaflet/Pamphlet, Speech, Argument), Discussion (Balanced argument – could be based on issues arising or fantasy)
Poetry types: Free verse, visual poems, structured poems

Focus areas within stories: Characterisation, Settings, Openings, Endings, Action, Dialogue, Suspense

Year	Autumn term		Spring term		Summer term		Non-fiction genre coverage
Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS		Provision- letter to Santa		Recount- Diary		Recount -Event	Recount Diary Letter
Year 1	TRANSCRIPTION The Gingerbread Man (4 weeks) Character description (3 weeks) Peace at Last (2 weeks) Retell story (2 weeks)	TRANSCRIPTION Brown Bear, Brown Bear what can you see? Poetry (2 weeks) The way back home (3 weeks) Retell story (step away from transcription- introduce independent element)	The disgusting Sandwich Instructions (3 weeks) Bloom Letter writing (3 weeks)	The Queen's hat Link with school trip. Story writing (3 weeks) The Three Little Pigs Character description (2 weeks) Chocolate cake – Michael Rosen Poetry (1 week)	Goldilocks and the three bears Retelling (4 weeks) When I am by Myself (Eloise Greenfield) Poetry- rhyming poem (2 weeks)	Tadpole promise Alternate ending (4 weeks) Seasons -Hannah Pang Fact file (2 weeks)	Information (seasons) Instructions Poetry
Grammar Skills	Finger spaces Capital letters to start a sentence Capital letters for names and the personal pronoun 'I' Full stops The use of 'and' to join words and clauses The use of regular plural noun suffices (s or es)			Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Use of adjectives Introduction to Y2 conjunctions : when, if, that, because, or, but Introduction to exclamation marks and question marks			
Year 2	5 minutes peace by Jill Murphy Setting description (3 weeks)	Shape poem (1 week) Tell me a dragon Character description (3 weeks) Meerkat Mail Letter writing (3 weeks)	Bear and the piano Setting description (3 weeks) Man on the moon Diary Entry (3 weeks) Fact file (cross curricular link to History (2 weeks)	The owl who was afraid of the dark Narrative (3 weeks) How to wash a woolly mammoth by Michelle Robinson Instructions (3 weeks)	Jim and the bean stalk Adventure story (3 weeks) Little Red Riding Hood Retelling (3 weeks)	Ground hog's garden Instructions (3 weeks) The marvellous, fluffy, squishy itty bitty Narrative (3 weeks)	Hansel and Gretel Narrative (4 weeks) Poetry unit (1 week) Non fiction- Fact file (ATWW)	Information (people) Instructions Recount- Event Poetry (short)
Year 3	Dougal's Deep-Sea Diary by Simon Bartran **Description** (3 weeks) **Letter** writing (3 weeks)	The Moonshine Dragon by Cornelia Funke **Character description** Stone Age Boy by Satoshi Kitamura Diary entry Non Fiction- Making a seasonal Tart (cross curricular link to DT unit) Instruction writing.	George's Marvellous Medicine by Roald Dahl Advert (4 weeks) Interview writing (2 weeks)	The Egyptian Cinderella by Shirley Climo Retelling Acrostic Shape Poetry	The Angel of Nitshill Road by Anne Fine **Persuasive letter (3 weeks)** Escape from Pompeii by Christina Balit **Newspaper Report (3 weeks)**	The Romans (Cross curricular link to History unit). **Brochure/leaflet** **Poetry**		Persuasion-Leaflet Information Instructions Poetry
Grammar Skills	• Conjunctions expressing time, pace and cause: when, before, after, while, so, because • Adverbs to express time, place and cause: then, next, soon, therefore • Prepositions to express time, place and cause: before, after, during, in, because of, on, besides, under			• Inverted commas to punctuate direct speech • Nouns using a range of prefixes • Correct use of 'a' and 'an'				

	• Paragraphs • Headings and sub-headings Present perfect for of verbs ('He has gone out to play' contrasted with 'He went out to play')			• Synonyms for said when using speech • Fronted adverbials, e.g. Before sunrise, Every so often, At the back of a cave, As quick as a flash etc. Introduction to action after speech			
Year 4	The Day the Crayons Quit Letter (2 days + 3 weeks) England vs Greece (cross curricular link to Geography) Non-fiction – leaflet (3 weeks)	Leon and the Place between Descriptive/Persuasive advert (4 weeks) Poetry unit (2 weeks)	Charlie and the chocolate factory Adventure Story (3 weeks) Mountains (cross curricular writing- Geography) information text (3 weeks)	The Iron Man Newspaper report (3 weeks) The Mayans (cross curricular writing) (2 weeks) Poetry (1 week)	The Vikings Diary recount (3 weeks) Non-Chronological report (3 weeks)	The Moonshine Dragon Instructions (2 weeks) Alternative ending (3 weeks) Poetry unit (1 week)	Persuasion-Advert Recount-Newspaper report Explanation Poetry (short)
Grammar Skills	Conjunctions expressing time, pace and cause: when, before, after, while, so, because Adverbs to express time, place and cause: then, next, soon, therefore Prepositions to express time, place and cause: before, after, during, in, because of, on, besides, under Expanded noun phrase Fronted adverbials with commas Use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition, e.g. **Amanda** waved to **Michael**. **She** waved to **him**.			Paragraphs Use of speech with correct punctuation Apostrophes to mark plural possession (the boys' bathroom) Standard English forms of verb inflections, e.g. we were instead of we was. Headings and subheadings Figurative language: similes, metaphors and personification			
Year 5	Night of the Gargoyles Character description (2 days + 3 weeks) Instructions writing (3 weeks)	The Present – Literacy Shed Fantasy narrative (3 weeks) Video as stimulus: - Contre Temps- Descriptive writing (3 weeks) The Tudors History Tudors (cross curricular writing) Non-Chronological report	Street Child Instructions (3 weeks) Newspaper report (3 weeks)	Natural Disasters- Volcanoes/Earthquakes Recount/Diary entry (3 weeks) Persuasive speech (3 weeks) Science week: Scientist biography	Kensuke's Kingdom Diary Entry (3 weeks) Descriptive writing (3 weeks)	Video as stimulus: • The Piano • Lava (Disney) • One Small Step Descriptive writing (3 weeks) Poetry (1 week) ATWW: Non Chronological report Explanation text	Explanation Information (object) Persuasion-speech Poetry (short)
Grammar Skills	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Adverbs indicating degrees of possibility: perhaps, surely Modal verbs indicating degrees of possibility: might, should, will, must Link ideas across paragraphs using: Adverbials of time: Later, yesterday, Sometimes Adverbials of place: nearby, next door, down stairs Adverbials of number: First, Secondly Link ideas across paragraphs using adverbials of tense choices			Brackets, dashes or commas to indicate parenthesis Commas to clarify meaning or avoid ambiguity (The view I imagined was amazing vs The view, I imagined, was amazing.) Use of figurative language Active and passive voice Semi colons Colons			
Year 6	How to Live Forever Description Dilemma Dialogue Friend or Foe Diary Dialogue Dilemma	Biography – Linked to History: Winston Churchill Personal letters from war	Film Narrative: Eye of the Storm Description Dialogue to move narrative on Passive Voice Persuasive Writing: Letter to head teacher	Storm breaker: writing with pace and suspense Non fiction: diary entry Instructional text	Windrush arrival Newspaper Report Rock Paper Scissors Narrative	AWW and The Circulatory System Non-Chronological Reports Poetry (Free verse)	Advert/Instructions (short) Biography Balanced argument Poetry (short)
Grammar Skills	Use of passive voice Modal verbs Formal and informal writing Ellipsis			Layout devices to structure texts including: • Headings • Subheadings Columns • Bullet points			

	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections, e.g. The use of **adverbials** such as on the other hand, in contrast, or as a consequence Mark the boundary between independent clauses using **semi-colons, colons and dashes**	• Tables Bullet points to list information Hyphens to avoid ambiguity, e.g. man eating shark versus man-eating shark Vocabulary typical of **informal** and **formal** speech and writing	

Writing composition						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Planning : - Say aloud what they are going to write about **Drafting:** - Compose a sentence orally before they write it **Revising and Editing:** - Discuss what they have written with the teacher and other pupils	**Planning:** - Jot down key words and new vocabulary - Say aloud what they are going to write about **Drafting:** - Compose a sentence orally before they write it **Revising and Editing:** - Re-reading what they have written to check that it makes sense - Discuss what they have written with the teacher and other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	**Planning:** - Plan or say aloud what they are going to write - Write down ideas/keywords including new vocabulary **Drafting:** - Encapsulate what they want to say sentence by sentence - Write narratives about personal experiences and those of others **Revising and Editing:** - Evaluate their writing with the teacher and other pupils - Re-read to check that their writing makes sentence and that verbs to indicate time are used correctly and consistently - Proof-read to check for errors in spelling, grammar and punctuation - Read aloud what they have written so that the meaning is clear	**Planning:** - Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar **Drafting:** - Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures - Organise paragraphs around a theme Create settings, characters and plots **Revising and Editing:** - Assess the effectiveness of their own and other's writing suggesting improvements - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns - Proof-read for spelling and punctuation errors - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	**Planning:** - Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar **Drafting:** - Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures - Organise paragraphs around a theme Create settings, characters and plots **Revising and Editing:** - Assess the effectiveness of their own and other's writing suggesting improvements - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns - Proof-read for spelling and punctuation errors - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	**Planning:** - Identify the audience and purpose of the writing and select the appropriate form - Note and develop initial ideas, drawing on reading and research, where necessary **Drafting:** - Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning - Precis longer passages - Use a range of devise to build cohesion within and between paragraphs - Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed **Revising and Editing:** - Assess the effectiveness of their own and others' writing - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Ensure that consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural - Proof-read for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear	**Planning:** - Identify the audience and purpose of the writing and select the appropriate form - Note and develop initial ideas, drawing on reading and research, where necessary **Drafting:** - Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning - Precis longer passages Use a range of devise to build cohesion within and between paragraphs - Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed **Revising and Editing:** - Assess the effectiveness of their own and others' writing - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Ensure that consistent and correct use of tense throughout a piece of writing - Ensure correct subject and verb agreement when using singular and plural - Proof-read for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear