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

Range of purposes: Entertain, Inform, Persuade and Discuss.

Year	Autumn 1 +3 days 6 weeks	Autumn 2 6 weeks + 4 days	Spring 1 + 4 days 5 weeks	Spring 2 6 weeks	Summer 1 + 4 days 4 weeks (Bank holiday week 3)	Summer 2 + 4 days 6 weeks	Non-fiction genre coverage
Nursey	The colour monster Mums are magnificent This is our House	Whatever next The gingerbread man Dear Santa	The snowman A superhero like you Emergency!	We're going on a bear hunt Goldilocks Billy goats gruff	Hungry caterpillar What the Ladybird heard Dear zoo	Rainbow fish Commotion in the ocean Sharing a shell	Information books Fact files Letter
Reception	Paper Dolls Story map 2 weeks Owl Babies Initial Sound writing 2 weeks Pumpkin Soup Initial Sound and lists 1 week	Room on the Broom CVC words 2 weeks How to catch a star Phonetically plausible words 2 weeks Stick Man Phonetically plausible words 2 weeks	Supertato Labels Introduce adjectives 2 weeks Fix it Duck Simple sentences Who/Doing What/Where 2 weeks Mog and the V-E-T Simple sentences Who/Doing What 2 weeks	Little Red Hen Instructions Bossy verbs 2 weeks The Enormous Turnip Describe scene / character 2 weeks Jack and the Beanstalk Bean Diary – chronological Letter of apology 2 weeks	Dear Dinosaur Writing questions Fact File 2 weeks The Lion Inside Describe scene / character 2 weeks Bog Baby Recount 1 week	What the ladybird heard at the seaside Missing Posters – character descriptions 2 weeks The Snail and the Whale Postcards - recount 2 weeks Tiddler Write a story 2 weeks	Recount Diary Letter
Year 1	TRANSCRIPTION The Tiger who came to tea. Retell story 2 weeks Mr Gumpy's outing Retell story 3 weeks	TRANSCRIPTION Peace at Last Character description 3 weeks The Jolly Christmas Postman Retell story 3 weeks	The Disgusting Sandwich Instructions +4 days 2 weeks The Proudest Blue Diary Entry 3 weeks	Michael Rosen – I am angry Poem 1 week The Smartest Giant in Town Alternative middle 2 weeks Where the Wild Things Are Portal Story	Hansel and Gretal Alternative Ending 3 weeks Meerkat Mail Letter writing 3 weeks	Acrostic Poem +4 days 1 week What Happened to You? Information Text 3 weeks Farm Trip Recount	Information (animal) Instructions Diary Letter Recount Poetry

				3 weeks		2 weeks	
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	Five Minutes Peace Character description 3 weeks The Tunnel Retell the story 3 weeks	Coming Home Setting Description 3 weeks Man on the Moon Diary entry 3 weeks + 4 days	What Jackdaw Saw Retell the story 2 weeks Neil Armstrong Information Text 3 weeks +4 days	Coming to England Writing in role - letter 3 weeks Animal Encounter Recount 2 weeks	Jim and the Giant Instructions +4 days 2 weeks Flat Stanley Short Story 4 weeks	Fantastic Mr Fox Persuasive Letter 4 weeks Riddles Poetry 1 week Rhyming Poem – Please Mrs Butler Poetry 1 week	Information (people) Instructions Recount- Event Poetry (short)
Grammar skills	Use of conjunctions: when, if, that, because, or, and, but Expanded noun phrase (a descriptive clause normally made up of a noun as well as one or more adjectives, e.g. The colourful, blue butterfly.) A range of statements, questions, exclamations and commands Use of 'ing' verbs in the past and present, e.g. he was singing, he is singing Correct use of present and past tense Capital letters and full stops Questions marks and exclamation marks Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns			Use of nouns using suffixes such as 'ness', 'er' by compounding. Adjectives using suffixes such as 'ful', 'less', 'er', 'est' 'ly' adverbs Time adverbs Adjectives in 2s, separated by a comma Imperative verbs Prepositions Introduction to paragraphs			
Year 3	Dougal's Deep Sea Diary Setting description +2 days 2 weeks Scene with speech 3 weeks	Stone Age Boy Diary Entry 2 weeks Poetry 1 week (Assessment week) Information text	This is the Reef Poetry +4 days 1 week Robin Hood Persuasive Letter 4 weeks	Egyptian Cinderella Character description 2 weeks Newspaper report 4 weeks (Assessment week)	Haiku Poetry 1 week Boundless Sky Playscripts 3 weeks	Escape from Pompeii Balanced argument 2 weeks Shape Poetry (volcano) 1 week Escape from Pompeii	Persuasion-Leaflet Information (place) Instructions (short) Poetry (short)

		3 weeks			Chapter of a story 2 weeks	Story ending 3 weeks	
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 Paragraphs Headings and sub-headings Present perfect for of verbs ('He has gone out to play' contrasted with 'He went out to play')			Inverted commas to punctuate direct speech Nouns using a range of prefixes Correct use of 'a' and 'an' 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	Three Fishing Brothers Gruff Character description +2 days 3 weeks Persuasive leaflet 3 weeks	Ice Palace Setting description 3 weeks Diary entry 2 weeks Christmas Shape Poetry Poetry 1 week	Matilda Dialogue 2 weeks Alternative ending 3 weeks +4 days	The Wolf's Footprint Retell opening of story 2 weeks Information text - wolves 3 weeks (Assessment week)	Tetractys Poetry 1 week Mouse, Bird, Snake, Wolf Instructions 2 weeks Balanced argument 2 weeks +4 days	Our Tower Letter 2 weeks Kennings Poetry 1 week (Assessment week) Short story 3 weeks	Persuasion-Advert Recount-Newspaper report Explanation 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 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	The secret door in my room – portal story. Character description 3 weeks Dialogue 3 weeks Kensuke's Kingdom Dilemma 3 weeks	Kensuke's Kingdom Persuasive writing 3 weeks A soldier at war Poetry 3 weeks	The Girl who stole an Elephant Description with dialogue 3 weeks The teacher pleaser machine. Explanation 3 weeks	New species discovered Scientific report 2 weeks Revolting Rhymes Poetry 1 week (Assessment week) Free Verse Poetry Poetry 2 weeks	Henry's Freedom Box Biography 3 weeks Henry's Freedom Box Diary entry 3 weeks	Henry's Freedom Box Balanced argument 3 weeks Poetry Tetractys poem	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, downstairs 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	Malalya Yousafsai Information text +3 days Wolves in the Walls Setting description 3 weeks Change the Ending 3 weeks	Carrie's War Diary entry 3 weeks A Christmas Carol Writing in role 3 weeks	War Horse Newspaper 3 weeks Short story 3 weeks +4 days	The Final Year Diary entry 3 weeks Formal Letter 2 weeks Assessments	Pig Heart Boy Balanced argument 2 weeks SATS (week4) Assessments Pig Heart Boy Balanced argument 3 week	Fight Back Retell from different viewpoint 3 weeks Fight Back Retell from different viewpoint Free Verse Poetry	Advert/Instructions (short) Biography Balanced argument Poetry (short)
Grammar skills	Use of passive voice Modal verbs Formal and informal writing Ellipsis 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**			Layout devices to structure texts including: • Headings • Subheadings Columns • Bullet points • 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	**Planning:** - Jot down key words and new vocabulary - Say aloud what they are going to write about	**Planning:** - Plan or say aloud what they are going to write - Write down ideas/keywords including new vocabulary	**Planning:** - Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar	**Planning:** - Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar	**Planning:** - Identify the audience and purpose of the writing and select the appropriate form - Note and develop initial ideas, drawing on reading and research,	**Planning:** - Identify the audience and purpose of the writing and select the appropriate form - Note and develop initial ideas, drawing on reading and research,

Drafting: - Compose a sentence orally before they write it **Revising and Editing:** - Discuss what they have written with the teacher and other pupils	**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	**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	**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	**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	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	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