

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 term				Spring term			Summer term				Non-fiction genre coverage
Genre	Fiction	Fiction	Fiction	Short unit	Fiction	Fiction	Short unit	Fiction	Fiction	Fiction	Short unit	
Nursery	The colour Monster I'm special I'm me This is our house		Whatever next! The Gingerbread man Dear Santa Little Owl and the Christmas Star		Lost and Found Emergency Duck in a Truck		Goldilocks We're going on a bear hunt Billy Goats Gruff	The Odd Egg The very hungry caterpillar Dear Zoo		Rainbow Fish Commotion in the Ocean Hole in the bottom of the sea		
Reception	Have you filled a bucket today? Paperdolls Pumpkin Soup		Room on the Broom How to Catch a Star Little Glow		Supertato You can't call an Elephant in an emergency Mog and the Vet		Little Red Hen Olivers Vegetables Jack and the Beanstalk	Dear Dinosaur The Lion Inside There is a tiger in the Garden		Bog Baby Snail and the Whale Tiddler		
Year 1 Text Genre type Focus area	The Tiger who came to tea (Suspense story) Sentence structure	Mr Gumpy's Outing (Journey story) Sentence structure	Peace at Last Jill Murphy (Journey story) The Jolly Christmas Postman Allan and Janet Ahlberg (Letter writing)	Oi Frog (Poetry) Rhyming Couplets	Beegu Alexis Deacon (Journey story) Settings	The Three Little Pigs (Defeating the Monster) Characterisation The Three Billy Goats Gruff (Defeating the Monster)	Information on animals (Baboons)	Where the Wild Things Are Maurice Sendak (Portal story) Action	Information on Monsters (Faction)	Way Back Home Oliver Jeffers (Journey story) Endings	Instructions	Information (animal) Instructions Poetry- spring and summer in WCR
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											
Genre	Fiction	Non-Fiction	Fiction	Short unit	Fiction	Non-Fiction	Short unit	Fiction	Non-Fiction	Fiction	Short unit	Non-fiction genre coverage
Year 2 Text Genre type Focus area	Five Minutes Peace Character description Tunnel (Portal story) Dilemma	Diary entry - recount of a real event	Traction Man Little Red Riding Hood (Beating the monster story)	Riddles (Poetry)	George and the dragon (Beating the monster story) Character description	Dragon Information & Pets Information (Information)	Tell me a dragon (Poetry)- similes	The Magic Paintbrush (Wishing/warning story)	How to plant a seed (Instructions)	Twits Character description Twit's New trick	Recount	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	
LKS2- Cycle A Text Genre type Focus area	Greek Myths- (Beating a monster story)	Information text on Greece (Information- place)	The Manor House (Suspense story)	Poetry/ Instructions	Taking Flight video unit (Fantasy story)	Escape from Pompeii. (Newspaper report) about Vesuvius	Performance poetry- The Dragon who came to school Gran can you rap Own performance poem	Elf Road (Portal Story)	Persuasion- leaflet	King of the Wishes (Wishing story)	Edshed film unit- The Birds	Persuasion-Leaflet Information (place) Instructions (short) Poetry (short)	
Grammar skills	Conjunctions expressing time, place 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	
UKS2- Cycle A Text Genre type Focus area	Short – Kevin Crossley (Ghost story)	Biography – Mr Beast (Biography)	Friend or Foe by Michael Morpurgo Year 6 – Carrie’s War by Nina Bawden (Journey story)	Writing a speech in the style of Winston Churchill (Persuasion)	German in the woods (Flashback story)	Highway man by Alfred Noyes/The Giant’s Necklace Michael Morpurgo Recount – newspaper report	Argument for or against graffiti (Discussion- balanced argument)	The Journey by Francesca Sanna (Losing story, journey story, change story)	The Journey by Francesca Sanna (Instructions)	Create and describe your own dragon (Adventure story)	Features of a dragon (Explanation)	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	

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, where necessary	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: - Compose a sentence orally before they write it	Drafting: - Compose a sentence orally before they write it	Drafting: - Encapsulate what they want to say sentence by sentence - Write narratives about personal experiences and those of others	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	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	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	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: - Discuss what they have written with the teacher and other pupils	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	Revising and Editing: - Evaluate their writing with the teacher and other pupils - Re-read to check that their writing makes sense 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	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	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	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	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