Year B Writing Genres overview

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|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 1 |  |  |  |  |  |  |
| Focus text | Aesop’s fables-narrative  The tortoise and the hare-instructions | One Giant Leap  Black woman in Science | Toby and the Great Fire of London.  The Great Fire of London- Liz Gogerly | A walk in London  Katie goes to London | Non-Fiction books about the Desert | Poetry week-TBC  Recount  [Daisy and the Trouble with School Trips: 13 (A Daisy Story, 13) : Gray, Kes: Amazon.co.uk: Books](https://www.amazon.co.uk/Daisy-Trouble-School-Trips-Fiction/dp/1782959718/ref=asc_df_1782959718?tag=bingshoppinga-21&linkCode=df0&hvadid=80608047683628&hvnetw=o&hvqmt=e&hvbmt=be&hvdev=c&hvlocint=&hvlocphy=69201&hvtargid=pla-4584207587223821&psc=1&asin=B071FPXF7M&revisionId=f5e287a7&format=3&depth=1)  Model text- twinkl-My trip to the funfair. |
| Genre 1 | Narrative and repetitive language – oral storytelling, learning, retelling and sequencing stories.  Character and setting descriptions – in line with Phonics  Writing activities-  adjectives for characters.  Dictation.  Sentence building.  Simple sentences about the characters.  Say-write-punctuate. | Finding out and recording facts about significant historical figures  (different person every week) | Oral retelling of events  Describe an event in chronological order.  Role play being different people in the great fire of London.  Write speech bubbles about different events.  Write simple sentences about the events in chronological order. | Book Week TBC | Oral retelling facts about Meerkats.  Writing facts about  Meerkats.  Label images with facts.  Write simple sentences about Meerkats.  Write labels for a Meerkat enclosure at a zoo.  Research and record facts about  other desert animals.  Write labels for zoo enclosures.  Make a class zoo with labels. | Poetry |
| Genre 2 | Genre 2:  Oral instructions.  Sequencing instructions.  Dictation.  Sentence building. |  |  | Oral retelling of events  Phone conversations with family members.  Writing a postcard from a place in the UK  Sequence sentences to write a short narrative. | NA |  |
| Grammar | How words can combine to make sentences.  Separation of words with spaces  Capital letters, full stops  Segment spoken words into phonemes and represent these with graphemes.  Dictation. | Capital letters, full stops  Introduce ‘and’ as a conjunction | Capital letters, full stops  Spell days of the week accurately.  s/es plurals | other year 1 suffixes - er/est/ed/ing (not changing the root word)  Capital letters for names and places | Introduce ‘but’ and ‘because’    Prefix - un | Revise all Year 1  Objectives-including capital letters, full  Stops and the conjunction ‘and’. |

KS1

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| Year 2  Focus Text | Aesop’s fables | One Giant leap  Black woman in science  Model text- Twinkl KS1-who was Florence Nightingale | Toby and the Great Fire of London.  The Great Fire of London- Liz Gogerly | A Walk in London  Katie goes to London | Non-Fiction books about the Desert | Poetry week/s -TBC  [Daisy and the Trouble with School Trips: 13 (A Daisy Story, 13) : Gray, Kes: Amazon.co.uk: Books](https://www.amazon.co.uk/Daisy-Trouble-School-Trips-Fiction/dp/1782959718/ref=asc_df_1782959718?tag=bingshoppinga-21&linkCode=df0&hvadid=80608047683628&hvnetw=o&hvqmt=e&hvbmt=be&hvdev=c&hvlocint=&hvlocphy=69201&hvtargid=pla-4584207587223821&psc=1&asin=B071FPXF7M&revisionId=f5e287a7&format=3&depth=1)  Recount-model text twinkl-‘My trip to the funfair’. |
| Genre 1 | Stories | Biographies. | Diaries | Book Week TBC | Non-Chronological Report | Poetry |
| Warm Write. | Oral retelling and written retelling of ‘The Boy who cried wolf.’ | Biography about-Brunel | Sequence events in chronological order.  Orally retell events.  First diary entry |  | Research facts about Meerkats and organise into categories.  Orally tell facts about Meerkats.  Write a non-chronological report about meerkats. | Write poem in the same style. |
| Hot Write | Own version of ‘The Boy who cried Wolf. | Biography about-  Significant person | Sequence events in  Chronological order.  Orally retell events.  Second diary entry |  | Research facts about a desert animal.  Orally tell facts about a desert animal.  Write a non-chronological report about a desert animal. | Write own poem inspired by the theme. |
| Grammar  Y1 Recap:  Capital letters and full stops  ‘and’ | Recap Y1  Expanded noun phrases  Use co-ordinating conjunctions – or, and, but  Past tense  Sentence types !. ? | Apostrophes for possession  Past tense.  3rd person  Sentence types ! . ?  Use when, if, and because so  Expanded noun phrases. | Apostrophes for contractions  Sentence types – exclamations and questions.  Commas in a list  Use when, because, if and but  Expanded noun phrases  Use adverbs with ly suffix  Past tense |  | Commas for lists  Conjunctions – all  Different sentence types  Expanded noun phrases  Present tense  Organise facts into categories  Sub-headings  Suffixes and prefixes  er est |  |
| Genre 2 | Instructions | NA | Poetry | Adventure Stories | NA | Recount |
| Warm Write | Instructions – How to run a race. | NA | Class fire poem | Re-telling of ‘Katie goes to London’ | NA | Plan-orally retell and write a recount about an event at school that has happened this year.  (eg Sport’s Day) |
| Hot Write | Instructions – | NA | NA-  Performance poetry | Own version of story | NA | Plan-orally retell and write a recount about the school trip. |
| Grammar | Time Adverbials  Verbs/Adverbs  Sentence types – commands. | NA | Word classes  questions | Ly suffix  Ness suffix  Past tense  Expanded noun phrases  Statements, exclamation and question sentences  Word classification  Commas in lists  Apostrophes for contraction  Conjunctions- when, if, that, because, and, or, but, if | NA | Chronological order  Past tense  Verbs and adverbs  Time connectives  When, if, that and because but or  . ! ? sentences  Suffixes and prefixes  Suffixes: ment/ ness |

KS2

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| Year 3/4  Focus Text | Charlie and the Chocolate Factory.  Model text- grammarsaurus- ‘Marvellous mike’s travelling circus.’ | | DK Findout! WW2  Model text-WW2 information text.  Model text-WW2 evacuee letter.  (Twinkl-year 4 example.)  WW2 evacuee novel?  Find and show video footage to support letter writing. | | The fossil hunter  Grammarsaurus  ‘How does the Water Cycle work?’ | | Stories from another culture-Egyptian Cinderella. | | ‘The boy at the back of the class’ | | ‘How to wash a Woolly Mammouth’ by Michael Robinson and Kate Hindley.  Model text for instructions- grammarsaurus- ‘How to make a wizard’s spell.’ | |
| Genre 1 | Diary entry | | Information text about WW2. | | Explanation text. | | Book Week TBC | | Narrative around a theme in the 1st person. | | Poetry Week TBC | |
| Cold Write | Diary entry about an exciting event-real or made up. | | A report about prior learning. | | NA | |  | | Write a narrative about a ‘literacy shed’ animation. | |  | |
| Warm Write | Diary entry-  from an exciting event in Charlie and the Chocolate factory. | | Information text about WW2-chosen categories. | | Explanation text about how fossils are formed- part one. | |  | | Read a chapter-write the next part of the story by predicting what will happen. | |  | |
| Hot Write | Diary entry-  From a different exciting event in Charlie and the Chocolate factory. | | Information text about WW2-different categories. | | Explanation text about how fossils are formed- part two. | |  | | Read a chapter- write the next part of the story by predicting what will happen. | |  | |
| Grammar-ongoing.  Re-cap  Capital letters  Full stops, question marks, exclamation marks.  Commas in a list.  Apostrophes for contraction.  Word classes. | Re-cap  Capital letters.  Full stops, question marks, exclamation marks, commas in lists. Apostrophes for contraction.  a and an.  Maintain tense.  Use standard English verb inflections accurately.  we were’ rather than ‘we was’ ‘I did’ rather than ‘ I done’  Adverbials of time and place.  Expanded noun phrases. | | Organised paragraphs.  Sub-headings.  3rd person.  Formal language.  Technical language.  Commas after fronted adverbials.  Commas in lists. | | Present tense  Formal language  Technical vocabulary.  Coordinating conjunctions  Subordinating conjunctions.  Expanded noun phrases  Adverbials of time and manner  Commas for lists  Apostrophes for possession. | |  | | Accurate use of pronouns.  Varied, rich vocabulary.  Use a thesaurus for synonyms.  Long and short sentences.  Similes.  Apostrophes for possession.  Speech punctuation. | |  | |
| Genre 2 | Persuasive writing.  adverts for chocolate creations. | | Informal WW2 letters. | | N/A | | Narrative-  Model text-extract from the book. | | NA | | Instructions | |
| Cold Write | NA- | | NA | | N/A | | Narrative for traditional Cinderella.  Watch an animation first. | | NA | | Instructions for how to wash an animal of your choice. | |
| Warm Write | Create an advert for a chocolate bar creation in Charlie and the Chocolate factory. | | Letter 1 from child to parents about life as an evacuee. | | NA | | Re-write  Extracts from ‘Egyptian Cinderella.’ | | NA | | Instructions for how to wash a woolly mammoth. | |
| Hot Write | Create your own advert for a chocolate creation for Willy Wonka’s factory. | | Letter 2 from child to parents about life as an evacuee | | NA | | Re-write the ending to ‘Egyptian Cinderella’ | | NA | | Instructions for how to wash a sabre- toothed tiger. | |
| Grammar | Adverbs showing possibility or degree.  Personal pronouns speaking directly to the reader-you.  Expanded noun phrases for exaggeration.  Exclamation texts. sentences.  Coordinating conjunctions.  Subordinating conjunctions.  Commands using the imperative-instruct the reader.  Alliteration.  The rule of 3.  Commas for lists.  Apostrophes for possession. | | Informal language  First person.  Question sentences.  Commas in lists.  Commas after fronted adverbials.  Use conjunctions, prepositions and adverbs to express  time and cause. | | NA | | Commas after fronted adverbials.  Use conjunctions, adverbs and prepositions to show time, place and cause.  Use expanded noun phrases- ‘The strict teacher with the curly hair.’  Revise word classes,  Punctuate direct speech.  Similes  3rd person | | NA | | Commands using the imperative.  Statements using the pronoun ‘you’  Sequenced, chronological steps.  Coordinating conjunctions.  Subordinating conjunctions.  Expanded noun phrases  Adverbs/adverbials of manner and time.  Commas in a list.  Apostrophes for possession.  Apostrophes for omission. | |
| **Year 5/6**  **Focus Text** | | The Odyssey  ‘Myths and legends’  Model text-grammarsaurs-The discovery of Tutankhamun’s tomb’.  Use clips from Percy Jackson. | | **Julius Caesar**  **Model text-extract from book.**  **Use the video version to support learning.** | | **Holes**  **Model text-grammarsaurus**  **‘How to survive a zombie attack.**  **Poem ‘Today’ by Billy Collins.** | | **Forest extracts from different books**  **‘The girl of ink and stars’** | | **The fastest Boy in the world.**  **Model text-grammarsaurus-Marathon Man brings victory** | | **Front Desk**  **Model text- dialogue extract from ‘Front desk’** |
| **Genre 1** | | **Diaries** | | **Narrative using figurative language.** | | **Instructional text** | | Book Week TBC | | Newspaper report. | | **Poetry Week TBC.** |
| **Cold Write** | | Diary entry about first week of term. | | Narrate ‘Get that Fruit’  Literacy shed. | | Instructional text –  How to survive school. | |  | | Newspaper report about fire hero dog. | | House competition |
| **Warm Write** | | Diary-Events from book building up skills. | | Atmospheric settings.  Caesar’s arrival.  Soothsayer’s arrival. | | Instructional text-  How to survive Camp Green Lake. (part 1) | |  | | Newspaper article about Solomon’s achievements. | | Poem in the style of chosen poem. |
| **Hot Write** | | Diary-Event from book. | | Narration of ‘Get that fruit’ in the style of Julius Caesar. | | Instructional text-How to survive camp Green Lake part two. | |  | | Newspaper report about given scenario. | | Individual poem about the theme. |
| **Grammar** | | Re-cap- Capital letters ,? ! , after fronted adverbials, apostrophes for contraction and possession.  Adverbials of time place and manner.  Long and short sentences.  Rhetorical questions.  Facts and opinions.  Expanded noun phrases.  Subordinating conjunctions- when, while, whilst, before, after.  Relative clauses. | | Parenthesis  Figurative language.  Expanded noun phrases  Adverbial phrases  Relative clauses  Speech punctuation. | | Sub-headings  Coordinating conjunctions  Expanded noun phrases  Adverbials of time  Commas in list  Colons before a list  Bullet points  Parenthesis  Hyphenated words  Subject and verb agreement | |  | | passive voice  quotations  reported speech  subordinating conjunctions  relative clauses  adverbials of time and place | | Figurative language  Expanded noun phrases |
| **Genre 2** | | Non-chronological  Report- Greek gods  Model text-  Ancient Greek myths ‘The cyclops’ | | Persuasive Writing-formal letter.  Model text-‘Join the women’s land army-grammarsaurus. | | Poetry-couplet poem  About spring. | | Narrative- suspense | | NA | | **Narrative with dialogue** |
| **Cold Write** | | Write a non-chronological report about an animal. | | A letter of persuasion to parents. | | NA | | Narrative-Setting description of a forest. | | NA | | Write a narrative with dialogue about the conversation between Mia Tang and her parents about leaving China for America. |
| **Warm Write** | | Write a non-chronological report about a Greek creature. | | Letter from Cassis to Brutas. | | Write own version of  Today’ | | Setting description  of the forest from  ‘The girl of Ink and  Stars.’ | | NA | | Action narrative with dialogue.  Re-write extract of chapter 12. |
| **Hot Write** | | Write a non-chronological report about made up Greek creature. | | Letter from Portia  to Brutas. | | NA | | Narrative- own forest setting in the style of ‘The girl of Ink and stars. | | NA | | Action narrative with dialogue about a complaint in a hotel. |
| **Grammar** | | Expanded noun phrases.  Imagery.  Use a thesaurus.  Word classes.  Hyphenated words-describe the gods  Relative clauses  Sub-headings | | Subject verb agreement.  Modal verbs  Subjunctive mood  Formal language  Emotive language  Rhetorical questions.  Re-cap commas in lists.  Subordinating conjunctions- whenever, even if, because. | | Figurative language-alliteration, personification, similes, metaphors, onomatopoeia  imagery | | Antonyms and synonyms.  Figurative language.  Parenthesis.  Semi-colons.  Dialogue punctuation.  Dialogue to move narration forward.  Sentence structure for effect-long and short sentences.  Adverbial phrases.  Re-cap punctuation for dialogue.  Subordinating conjunctions. | | .  NA | | Speech punctuation  Dialogue to move the narrative forward.  Commas for clarity  Subject and verb agreement.  Parenthesis commas  And dashes  Semi colons  Hyphenated words |