

Rodbourne Cheney - Genre Progression

	To inform		To argue		To explain	
	Reports	Recounts	Persuasion	Discussion	Instructions	Explanation
Y1						
Y2						
Y3						
Y4						
Y5						
Y6						

**Other writing opportunities – for topic work**

Inform: reports: non chronological, journalistic, police, eye-witness, weather

Recounts: diaries, letters, visits, autobiography, biography

Persuade: invitations, letters, posters, leaflets, advert, speech, arguments

Discuss: speech, debate, arguments

Instructions: recipes, manuals, rules, handbook,

Explanation: process or cycle- cause and effect

**Ideas for narrative writing**

Character Description – show don't tell using dialogue (all)

Setting description to create atmosphere (and to contrast with character) (all)

Dialogue between two characters (KS2)

Prequel (UKS2)

Sequel (UKS2)

Alternative Ending (all)

Alternative version (i.e. key character has the opposite personality traits) (all)

Change the plot of a traditional story (i.e. Little Red Riding hood gets lost in the woods and never arrives at granny's) (all)

Story with a similar theme - Same message, different character (all)

Different genres (fairy-tale, suspense, flashback, quest, myths and legends, fantasy world) (all)

Retelling familiar stories (KS1)

Stories based on familiar settings (KS1)

Stories with predictable patterns and language (KS1)

Divide a story into mini chapters to be retold by different characters in a different style (UKS2)

Give beginning and/or end and children write the middle (all)

The Wishing Tale, The Warning Tale, The Losing Tale, The Finding Tale, The Tale of Quest, The Tale of defeating the monster, The Meeting Tale, The Tale of Fear (Pie Corbett) (KS2)

### **Poetry**

Up to LKS2 – focus on rhythm, patterns, figurative language (simile, onomatopoeia, metaphor)

UKS2 – focus on punctuation and figurative language as above (and hyperbole)

MO: main outcome

SW: Skills write

( ): cross curricular

Red: term 1

Blue: term 2