# KS1 Genres and Writing Outcomes – Year B

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Genre**<br>**FICTION** Stories with familiar settings<br><br>**NON-FICTION** Non-chronological reports<br><br>**POETRY** Poems on a theme | **Genre**<br>**FICTION** Traditional Tales with a twist<br><br>**NON-FICTION** Instructions | **Genre**<br>**FICTION** Stories by the same author<br><br>**NON-FICTION** Non-chronological reports | **Genre**<br>**FICTION** Stories with familiar settings<br><br>**NON-FICITON** Persuasion<br><br>**POETRY** Riddles | **Genre**<br>**FICTION** Animal adventure stories<br><br>**NON-FICTION** Recount: letters<br><br>**POETRY** Classic poems | **Genre**<br>**FICTION** Story as a theme<br><br>**NON-FICITON** Explanations<br><br>**POETRY** Poems on a theme |

| Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
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| **Fiction Writing Outcome**<br>Children will be able to write their own short narrative, based on a model which includes:<br>-sentences using the joining words *'and' 'but'*<br>-nouns<br><br>**POETRY**<br>Children will be able to write their own poem based on a | **Non-Fiction Writing Outcome**<br>Children will be able to write their own non-chronological report which includes:<br>-simple and compound sentences using the joining words *'and' 'but' 'so'*<br>-compound words using nouns related to the topic e.g., *Landmark, gateway, courtyard* | **Fiction Writing Outcome**<br>Children will be able to write their own twisted traditional tale which includes:<br>-compound sentences using *'and' 'but' 'so'* and *'or'*<br>-the use of full stops, capital letters, exclamation marks<br>-the effective tense and correct use and form of verbs, | **Non-Fiction Writing Outcome**<br>Children will be able to write their own set of instructions which includes:<br>-effective use of verbs and adverbs<br>-suffix -ly to turn adjectives into adverbs<br>-commas in a list<br>-full stops, capital letters, exclamation marks and question | **Fiction Writing Outcome**<br>Children will be able to write their own explorer story or story ending, based on a model from an existing series which includes:<br>-subordination using a range of time words<br>-apostrophes for contracted forms<br>-features of the original story series<br>-children will be able to | **Non-Fiction Writing Outcome**<br>Children will be able to construct their own non-chronological report that will form the page of an information book with a real audience and purpose. This will include:<br>-subordination using *'because'* and *'if'*<br>-correct use of the present or past tense | **Fiction Writing Outcome**<br>Children will be able to write their own story which includes:<br>-effective use of adjectives (including those with suffixes)<br>-past tense<br>-a clear opening, problem, resolution and ending<br>-children will be able to apply proofreading techniques | **Non-Fiction Writing Outcome**<br>Children will be able to write their own persuasive poster or leaflet which includes:<br>-appropriate use of the present tense<br>-use of the suffixes *-er* and *-est* to create adjectives<br>-features of persuasive writing | **Fiction Writing Outcome**<br>Children will be able to write their own animal adventure story/chapter based on a model which includes:<br>-subordination using *'that'*<br>-effective use of adverbs<br>-features of animal adventure stories<br><br>**POETRY**<br>-children will be able to recite a | **Non-Fiction Writing Outcome**<br>Children will be able to write a letter in role including:<br>-the use of apostrophes for contracted forms e.g. *Don't, can't, wouldn't, you'll, I'll*<br>-the use of apostrophes for single possession in nouns egg: *the girl's name*<br>- the use of suffixes *-ness* and *-er* to create nouns e.g.-. | **Fiction Writing Outcome**<br>Children will be able to write a story with a chosen setting that includes:<br>-apostrophes for contracted forms e.g. *Don't, can't, wouldn't, you're, I'll*<br>-apostrophes for singular possession in nouns e.g. *The girl's name*<br>-the suffixes *-ness* and *-er* to create nouns e.g., *Happiness, sadness, teacher, baker* | **Non-Fiction Writing Outcome**<br>Children will be able to write an explanation text, linked to a process that happens at the seaside, which includes<br>-subordination for time and reason<br>-use of the subordinating conjunction *'that'* in a sentence<br>-features of explanation texts<br>-children will be able to proofread their word to check for grammar, |

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| model which includes:<br>-effective use of adjectives<br>-effective use of noun phrases<br>-careful selection of vocabulary | -an exclamation sentence | including some of those generated in the grammar focus<br>-features of a traditional tale | marks as appropriate<br>-features of instruction writing | proofread their work, improving grammar, spelling and punctuation | -children will be able to proofread their work improving grammar, spelling and punctuation | to check their work<br><br>**POETRY**<br>Children will be able to write their own riddle which includes:<br>-joining words as appropriate e.g. When, before, after, because, if<br>-the effective use of noun phrases<br>-features of riddles | | classic poem by heart<br>-children will be able to write their own verse of poetry based on a classic poem including:<br>-the effective use of verbs<br>-and compound words using nouns | *Happiness, sadness, teacher, baker*<br>-the features of a letter | -subordination for time and reason<br>-features of the story theme<br>-children will be able to edit and improve their writing considering audience and purpose<br>-children will be able to evaluate their writing with adults and peers<br><br>**POETRY**<br>-children will be able to write a poem on the theme based on an original, including adjectives<br>-children may able to include within their poem:<br>Adjectives ending with the suffixes -*ful* or -*less*<br>Adjectives ending with the suffixes -*er* or -*est*<br>-children will be able to evaluate their | punctuation and spelling errors<br>-children will be able to edit their work showing an awareness of audience and purpose |

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