LKS2 Genres and Writing Outcomes – Year A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre **FICTION** Folk tales **NON-FICTION** Recount - biographies	**Genre** **FICTION** Fables **NON-FICTION** Persuasion - letters **POETRY** Poems with a structure	**Genre** **FICTION** Story as a theme **NON-FICTION** Discussion **POETRY** Poems on a theme	**Genre** **FICTION** Novel as a theme **NON-FICITON** Recount - diaries	**Genre** **FICTION** Playscripts **NON-FICTION** Non-chronological reports	**Genre** **FICTION** Mystery stories **NON-FICITON** Explanations **POETRY** Classic poetry

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Fiction Writing Outcomes Children will be able to write a folktale with a series of events which includes: -prepositions -dialogue which is punctuated using inverted commas	**Non-Fiction Writing Outcome** Children will be able to write a biography including: -headings and sub-headings -paragraphs -conjunctions to create complex sentence	**Fiction Writing Outcome** Children will be able to write a fable, with a series of events which includes: -appropriate use of determiners e.g.; *a* or *an* -adverbs -features of the fable's genre **Poetry Writing Outcome** Children will be able to write a poem with a structure	**Non-Fiction Writing Outcome** Children will be able to write a persuasive letter which includes: present perfect form of verbs have/has - conjunctions – because, although, if, so -commas to separate clauses -features of persuasive letters	**Fiction Writing Outcome** Children will be able to write a narrative based on a plot which includes: -prepositions within sentences -inverted commas for dialogue -text type features of adventure stories **Writing Outcomes Poetry** Children will be able to identify effective use of intonation, tone and	**Non-Fiction Writing Outcome** Children will be able to write a discussion text based on a plan which will include: -sentences with conjunctions e.g.; *because, if, although* -commas to demarcate sentence where the subordinate clause appears first -paragraphs with key ideas -text type features of	**Fiction Writing Outcome** Children will be able to write an innovated story or a story with a change of viewpoint which includes: -effective use of adverbs - conjunctions to create complex sentences -commas to demarcate complex sentences -paragraphs -an opening paragraph which combines	**Non-Fiction Writing Outcome** Children will be able to create diary entries which include: -correct determiners a/an -text type features	**Fiction Writing Outcome** Children will be able to write a scene/s including: -adverbs for time -complex sentences with main and subordinate clauses -text type features of play scripts	**Non-Fiction Writing Outcome** Children will be able to create entries which include: -sentences with a range of conjunctions -text type features	**Fiction Writing Outcome** Children will be able to write a narrative based on a plan including: -complex sentences with main and subordinate clauses -inverted commas for dialogue -speech **Poetry writing outcome** Children will be able to; plan and write in response to the poem, taking account of	**Non-Fiction Writing Outcome** Children will be able to; -write an explanation text based on a plan that includes: -conjunctions for cause and effect e.g.; *if, some although, because* -adverbs and adverbials for time e.g.: *first of all, following this, later on, before the.; after; while the…; as the; since…* -prepositions e.g.; *above, below, beneath* -perfect form of verbs e.g.; have/had paragraphs/sections with key ideas -text type features of explanation

		which includes: -appropriate language selected from word banks and word families -features of shape poems or calligrams		volume when presenting a poem -children will be able to provide constructive feedback to others -children will be able to perform poems using intonation, tone and volume -children will be able to create poems based on a structure -children will be able to make improvements in the light of evaluation	discussion texts including openers e.g.: *firstly, on the other hand, however*	character/s and setting				purpose, audience, language and structure -practise, improve and prepare a poem for performance - perform a poem to an audience	