

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 1 +3 days 6 weeks	Autumn 2 6 weeks + 4 days	Spring 1 + 4 days 5 weeks	Spring 2 6 weeks	Summer 1 + 4 days 4 weeks (Bank holiday week 3)	Summer 2 + 4 days 6 weeks	Non fiction genre coverage
EYFS	<p>Paper Dolls Story map 2 weeks</p> <p>Owl Babies Initial Sound writing 2 weeks</p> <p>Pumpkin Soup Initial Sound and lists 1 week</p>	<p>Room on the Broom CVC words 2 weeks</p> <p>The Way Back Home Phonetically plausible words 2 weeks</p> <p>What the Ladybird Heard at Christmas Phonetically plausible words 2 weeks</p>	<p>Supertato Labels Introduce adjectives 2 weeks</p> <p>You can't call an Elephant in an Emergency Simple sentences Who/Doing What/Where 2 weeks</p> <p>Mog and the V-E-T Simple sentences Who/Doing What 2 weeks</p>	<p>Little Red Hen Instructions Bossy verbs 2 weeks</p> <p>Three Little Pigs Describe scene / character 2 weeks</p> <p>Jack and the Beanstalk Bean Diary – chronological Letter of apology 2 weeks</p>	<p>Dear Dinosaur Writing questions Fact File 2 weeks</p> <p>The Lion Inside Describe scene / character 2 weeks</p> <p>The Koala who Could Recount 1 week</p>	<p>The Bog Baby Missing Posters – character descriptions 2 weeks</p> <p>The Snail and the Whale Postcards – recount 2 weeks</p> <p>Tiddler Write a story 2 weeks</p>	<p>Recount Diary Letter</p>
Year 1	<p>TRANSCRIPTION</p> <p>Oi, Frog! Rhyming Couplets 1 week</p> <p>Peace at Last Retell story 2 weeks</p> <p>The Tiger that came to Tea Setting description 3 weeks</p>	<p>TRANSCRIPTION</p> <p>Goldilocks and the 3 Bears Character description 3 weeks</p> <p>Snowball (Move away from transcription towards independent) Recount 3 weeks</p>	<p>The Disgusting Sandwich Instructions +4 days 2 weeks</p> <p>Knuffle Bunny Alternative opening 3 weeks</p>	<p>Freddie and the Fairy Poem 1 week</p> <p>The Smartest Giant in Town Alternative middle 2 weeks</p> <p>Where the Wild Things Are Portal Story 3 weeks</p>	<p>Hansel and Gretel Diary +4 days 1 week</p> <p>Meerkat Mail Letter writing 3 weeks</p>	<p>Acrostic Poem +4 days 1 week</p> <p>Range of non-fiction texts Information – animals 3 weeks</p> <p>Farm Trip Recount 2 weeks</p>	<p>Information (animal) Instructions Poetry</p>





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, downstairs 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			
Year 6	Acrostics  Poetry +3 days  Wolves in the Walls Setting description 3 weeks  Change the Ending 3 weeks	Little Badman  Character description 2 weeks  Dialogue 3 weeks +4 days	War Horse  Newspaper 3 weeks  Short story 3 weeks +4 days	The Final Year  Diary entry 3 weeks  Letter 2 weeks  LbQ Assessments	LbQ  Iambic Pentameter Poetry 1 week  SATS Assessments  Pig Heart Boy Balanced argument 3 weeks	Fight Back  Retell from different viewpoint 3 weeks  (Residential) Persuasive advert – Y6 Fair  Free Verse Poetry 1 week	Advert/Instructions (short) Biography Balanced argument Poetry (short)
Grammar skills	Use of passive voice Modal verbs Formal and informal writing Ellipsis Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. The use of adverbials such as on the other hand, in contrast, or as a consequence Mark the boundary between independent clauses using semi-colons, colons and dashes			Layout devices to structure texts including: <ul style="list-style-type: none"><li>Headings</li><li>Subheadings</li><li>Columns</li><li>Bullet points</li><li>Tables</li></ul> Bullet points to list information Hyphens to avoid ambiguity, e.g. man eating shark versus man-eating shark Vocabulary typical of informal and formal speech and writing			

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

<p><b>Drafting:</b></p> <ul style="list-style-type: none"><li>- Compose a sentence orally before they write it</li></ul>	<p><b>Drafting:</b></p> <ul style="list-style-type: none"><li>- Compose a sentence orally before they write it</li></ul>	<p><b>Drafting:</b></p> <ul style="list-style-type: none"><li>- Encapsulate what they want to say, sentence by sentence</li><li>- Write narratives about personal experiences and those of others</li></ul>	<p><b>Drafting:</b></p> <ul style="list-style-type: none"><li>- Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</li><li>- Organise paragraphs around a theme</li></ul> <p>Create settings, characters and plots</p>	<p><b>Drafting:</b></p> <ul style="list-style-type: none"><li>- Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</li><li>- Organise paragraphs around a theme</li></ul> <p>Create settings, characters and plots</p>	<p><b>Drafting:</b></p> <ul style="list-style-type: none"><li>- Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning</li><li>- Precis longer passages</li><li>- Use a range of devise to build cohesion within and between paragraphs</li><li>- Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul>	<p><b>Drafting:</b></p> <ul style="list-style-type: none"><li>- Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning</li><li>- Precis longer passages</li><li>- Use a range of devise to build cohesion within and between paragraphs</li><li>- Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul>
<p><b>Revising and Editing:</b></p> <ul style="list-style-type: none"><li>- Discuss what they have written with the teacher and other pupils</li></ul>	<p><b>Revising and Editing:</b></p> <ul style="list-style-type: none"><li>- Re-reading what they have written to check that it makes sense</li><li>- Discuss what they have written with the teacher and other pupils</li></ul> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p><b>Revising and Editing:</b></p> <ul style="list-style-type: none"><li>- Evaluate their writing with the teacher and other pupils</li><li>- Re-read to check that their writing makes sentence and that verbs to indicate time are used correctly and consistently</li><li>- Proof-read to check for errors in spelling, grammar and punctuation</li><li>- Read aloud what they have written so that the meaning is clear</li></ul>	<p><b>Revising and Editing:</b></p> <ul style="list-style-type: none"><li>- Assess the effectiveness of their own and other's writing suggesting improvements</li><li>- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</li><li>- Proof-read for spelling and punctuation errors</li><li>- 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</li></ul>	<p><b>Revising and Editing:</b></p> <ul style="list-style-type: none"><li>- Assess the effectiveness of their own and other's writing suggesting improvements</li><li>- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</li><li>- Proof-read for spelling and punctuation errors</li><li>- 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</li></ul>	<p><b>Revising and Editing:</b></p> <ul style="list-style-type: none"><li>- Assess the effectiveness of their own and others' writing</li><li>- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>- Ensure that consistent and correct use of tense throughout a piece of writing</li><li>- Ensure correct subject and verb agreement when using singular and plural</li><li>- Proof-read for spelling and punctuation errors</li><li>- Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</li></ul>	<p><b>Revising and Editing:</b></p> <ul style="list-style-type: none"><li>- Assess the effectiveness of their own and others' writing</li><li>- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>- Ensure that consistent and correct use of tense throughout a piece of writing</li><li>- Ensure correct subject and verb agreement when using singular and plural</li><li>- Proof-read for spelling and punctuation errors</li><li>- Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</li></ul>