

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

Grammar skills	Finger spaces Capital letters to start a sentence Capital letters for names and the personal pronoun 'I' Full stops The use of 'and' to join words and clauses The use of regular plural noun suffixes (s or es)	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Use of adjectives Introduction to Y2 conjunctions : when, if, that, because, or, but Introduction to exclamation marks and question marks					
Year 2	<p>Please Mrs Butler Poetry +3 days 1 week</p> <p>Five Minutes Peace Character description 2 weeks</p> <p>Traction Man Retell the story 3 weeks</p>	<p>Coming Home Setting: Description 3 weeks</p> <p>Man on the Moon Story: alternative ending 3 weeks + 4 days</p>	<p>What Jackdaw Saw Diary 2 weeks</p> <p>Neil Armstrong Information Text 3 weeks +4 days</p>	<p>Flat Stanley Writing in role 3 weeks</p> <p>Animal Encounter Recount 2 weeks</p> <p>Shape Poem Poetry 1 week</p>	<p>Riddles Poetry 1 week</p> <p>The Magic Finger Short Story 4 weeks</p>	<p>Jim and the Giant Instructions +4 days 2 weeks</p> <p>Fantastic Mr Fox Letter 4 weeks</p>	Information (people) Instructions Recount- Event Poetry (short)
Grammar skills	Use of conjunctions: when, if, that, because, or, and, but Expanded noun phrase (a descriptive clause normally made up of a noun as well as one or more adjectives, e.g. The colourful, blue butterfly) A range of statements, questions, exclamations and commands Use of 'ing' verbs in the past and present, e.g. he was singing, he is singing Correct use of present and past tense Capital letters and full stops Questions marks and exclamation marks Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Use of nouns using suffixes such as 'ness', 'er' by compounding. Adjectives using suffixes such as 'ful', 'less', 'er', 'est' 'ly' adverbs Time adverbs Adjectives in 2s, separated by a comma Imperative verbs Prepositions Introduction to paragraphs					
Year 3	<p>Dougal's Deep Sea Diary Setting description +2 days 2 weeks</p> <p>Scene with speech 3 weeks</p> <p>I'm as sad as../A Poem to be spoken silently Poetry 1 week</p>	<p>Stone Age Boy Diary Entry 2 weeks</p> <p>Poetry 1 week (Assessment week)</p> <p>Stone Age Boy Information text 3 weeks</p>	<p>This is the Reef Poetry +4 days 1 week</p> <p>Robin Hood Persuasive Letter 4 weeks</p>	<p>Egyptian Cinderella Character description 2 weeks</p> <p>Newspaper report 4 weeks (Assessment week)</p>	<p>Haiku Poetry 1 week</p> <p>Boundless Sky Playscripts 4 weeks</p>	<p>Escape from Pompeii Balanced argument 2 weeks</p> <p>Shape Poetry (volcano) 1 week</p> <p>Escape from Pompeii Story ending 3 weeks</p>	Persuasion-Leaflet Information (place) Instructions (short) Poetry (short)

Grammar skills	Conjunctions expressing time, pace and cause: when, before, after, while, so, because Adverbs to express time, place and cause: then, next, soon, therefore Prepositions to express time, place and cause: before, after, during, in, because of, on, besides, under Paragraphs Headings and sub-headings Present perfect for of verbs ('He has gone out to play' contrasted with 'He went out to play')	Inverted commas to punctuate direct speech Nouns using a range of prefixes Correct use of 'a' and 'an' Synonyms for said when using speech Fronted adverbials, e.g. Before sunrise, Every so often, At the back of a cave, As quick as a flash etc. Introduction to action after speech					
Year 4	Three Fishing Brothers Gruff Character description +2 days 3 weeks Persuasive Leaflet 3 weeks	Ice Palace Setting description 3 weeks Diary entry 3 weeks Christmas Shape Poetry Poetry 4 days	Matilda Dialogue 2 weeks Alternative ending 3 weeks +4 days	The Wolf's Footprint Retell opening of story 2 weeks Tetrachty Poetry 3 days (Assessment week) The Wolf's Footprint Information text - wolves 3 weeks	Invasion Setting description 2 weeks Interview / Explanation 3 weeks	Operation Gadgetman Persuasive advert 2 weeks Kennings Poetry 1 week Short story 3 weeks +4 days	Persuasion-Advert Recount-Newspaper report Explanation Poetry
Grammar skills	Conjunctions expressing time, pace and cause: when, before, after, while, so, because Adverbs to express time, place and cause: then, next, soon, therefore Prepositions to express time, place and cause: before, after, during, in, because of, on, besides, under Expanded noun phrase Fronted adverbials with commas Use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition, e.g. Amanda waved to Michael. <u>She</u> waved to him.	Paragraphs Use of speech with correct punctuation Apostrophes to mark plural possession (the boys' bathroom) Standard English forms of verb inflections, e.g. we were instead of we was. Headings and subheadings Figurative language: similes, metaphors and personification					
Year 5	Haikus Poetry +3 days Night of the Gargoyles Character description 3 weeks Dialogue 3 weeks	Kensuke's Kingdom Dilemma 3 weeks Persuasive Letter 3 weeks	Street Child Instructions 2 weeks Diary entry 3 weeks +4 days	The Highwayman Setting Description 2 weeks Revolting Rhymes Poetry 3 days (Assessment week) The Highwayman Alternative Ending / Playscript 3 weeks	Free Verse Poetry 1 week Holes Newspaper report 4 weeks	Henry's Freedom Box Biography 3 weeks Short Escape Story 3 weeks 4 days	Explanation Information (object) Persuasion-speech Poetry (short)

Grammar skills	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Adverbs indicating degrees of possibility: perhaps, surely</p> <p>Modal verbs indicating degrees of possibility: might, should, will, must</p> <p>Link ideas across paragraphs using:</p> <p>Adverbials of time: Later, yesterday, Sometimes</p> <p>Adverbials of place: nearby, next door, downstairs</p> <p>Adverbials of number: First, Secondly</p> <p>Link ideas across paragraphs using adverbials of tense choices</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Commas to clarify meaning or avoid ambiguity (The view I imagined was amazing vs The view, I imagined, was amazing.)</p> <p>Use of figurative language</p> <p>Active and passive voice</p> <p>Semi colons</p> <p>Colons</p>						
Year 6	<p>Acrostics</p> <p>Poetry +3 days</p> <p>Wolves in the Walls</p> <p>Setting description 3 weeks</p> <p>Change the Ending 3 weeks</p>	<p>Little Badman</p> <p>Character description 2 weeks</p> <p>Dialogue</p> <p>3 weeks +4 days</p>	<p>War Horse</p> <p>Newspaper 3 weeks</p> <p>Short story 3 weeks +4 days</p>	<p>The Final Year</p> <p>Diary entry 3 weeks</p> <p>Letter 2 weeks</p> <p>LbQ</p> <p>Assessments</p>	<p>LbQ</p> <p>Iambic Pentameter</p> <p>Poetry 1 week</p> <p>SATS</p> <p>Assessments</p> <p>Pig Heart Boy</p> <p>Balanced argument 3 weeks</p>	<p>Fight Back</p> <p>Retell from different viewpoint 3 weeks</p> <p>(Residential)</p> <p>Persuasive advert - Y6 Fair</p> <p>Free Verse</p> <p>Poetry 1 week</p>	<p>Advert/Instructions (short)</p> <p>Biography</p> <p>Balanced argument</p> <p>Poetry (short)</p>
Grammar skills	<p>Use of passive voice</p> <p>Modal verbs</p> <p>Formal and informal writing</p> <p>Ellipsis</p> <p>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</p> <p>Mark the boundary between independent clauses using semi-colons, colons and dashes</p> <p>Layout devices to structure texts including:</p> <ul style="list-style-type: none"> • Headings • Subheadings • Columns • Bullet points • Tables <p>Bullet points to list information</p> <p>Hyphens to avoid ambiguity, e.g. man eating shark versus man-eating shark</p> <p>Vocabulary typical of informal and formal speech and writing</p>						

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